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ABSTRACT

Designed for integration into existing school curriculum, this is the third in a series of five career education curriculum kits for teachers of grades 4-8. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "The students will identify their individuality and continue to develop a relationship with occupational roles." For this goal, three course goals are listed accompanied by suggested performance indicators. Twenty-seven appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedure. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades K-3.) (JH)

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ED154127

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

GRADES 4-8

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CE 014 959

The Career Awareness/Exploration Curriculum Kit was developed under the direction of the Career Development Team of the Oregon Department of Education.

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The Career Awareness/Exploration Curriculum Kits (Grades 4-8) are the result of the generous and professional efforts of many persons.

The curriculum materials were developed by selected educators from various school districts within the State in conjunction with the Oregon Department of Education. The members of the writing team were:

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This project was developed under contract for the Instruction Division-Career Education, Oregon Department of Education, under the authority of the Vocational Education Act of 1963, as amended in 1968. Questions regarding use, reproduction, or availability of these materials should be addressed to the Curriculum Coordinator, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310

PILOT TESTING

Several school districts were included in the field testing of the Curriculum Kits, involving approximately 2100 students in Grades 4-8. The participating teachers were:

	Beaverton School District:
Beverly Hobbs	Whitford Junior High
Sharon Hosford	Vose Elementary
Arlene Norman	Raleigh Park Elementary
Marge Ross	Whitford Junior High
Melanie Waterman	Sunset Valley Elementary
	Canby School District:
Rick Gano	Canby Junior High
Chris Hesterman	Canby Junior High
Daryl Jacobson	Canby Junior High
Claudia Kroese	Canby Junior High
Jim Leary	Canby Junior High
	Coquille School District:
Vic Bresko	Washington Elementary
Chuck Calley	Lincoln Elementary
Walt Campbell	Coquille Valley Middle School
Archie Flood	Jefferson Elementary
Bob Greene	Fairview Elementary
Andrew Johnson	Coquille Valley Middle School
Lynn Kindred	Lincoln Elementary
Jim Partridge	Lincoln Elementary
Eunice Pemberton	Washington Elementary
Evelyn Smith	Lincoln Elementary
Abbie Sullivan	Jefferson Elementary
Carl Wilson	Coquille Valley Middle School
	David Douglas School District:
David Maze	Earl Boyles Elementary
Ed McMahon	Lincoln Park Elementary
	Grants Pass School District:
Kermit McLamore	South Junior High
Evelyn Moore	South Junior High
Del Nusbaum	Highland Elementary
Dorothy Orey	Lincoln Elementary
Jim Skibby	Washington Elementary
Judy Surroz	Allen Dale Elementary
Darwin Wolber	Riverside Elementary

	Gresham School District:
Mary Ramsey	Powell Valley Elementary
	Junction City School District:
Dave Bullock	Central Elementary
Kathryn Compton	Central Elementary
LaVanne Dimmick	Central Elementary
Marilyn Lejk	Central Elementary
John Loffer	Laurel Elementary
Pat Moreman	Central Elementary
Jean Phifer	Laurel Elementary
	Oregon City School District:
Marna Parman	Mt. Pleasant Elementary
Laurie Peterson	Mt. Pleasant Elementary
Katy Sauber	Mt. Pleasant Elementary
	Parkrose School District:
Bobbie Attebery	Heights Junior High
Mike Burkick	Thompson Elementary
Dwain Estes	Sacramento Elementary
Sharon Garr	Shaver Elementary
Lil Hosman	Russell Elementary
Joe Inglesby	Prescott Elementary
Kathy Laird	Heights Junior High
Marcella Othus	Fremont Junior High
	Reynolds School District:
Steve Battles	Rockwood Intermediate School
Mary Johnson	Glenfair Elementary
	Salem School District:
Harry Berkheimer	Lake Labish Elementary
Joanne Borsberry	Salem Heights Elementary
Diane Butler	Salem Heights Elementary
Sybl McLeod	McKinley Elementary
Mrs. D. Ramsdell	McKinley Elementary
Janeen Heater (Student Teacher)	McKinley Elementary
	Springfield School District:
Dave Carman	Moffitt Elementary
Ann Cully	Yolanda Elementary
Layton Fletcher	Yolanda Elementary
Chris Johnson	Springfield Junior High
Gail Keffer	Brattain Elementary
Gary Kessler	Brattain Elementary
Steve Morelock	Yolanda Elementary
Tom Roberts	Springfield Junior High
Doris Sherk	Yolanda Elementary

Wasco County:

Madelyn Alexander	Chenowith Middle School
Rick Cantrell	Dufur Elementary
Barbara Caviness	Maupin Elementary
Phil Erickson	Chenowith Middle School
Lorraine Gabel	Tygh Valley Elementary
Steve Hansen	Tygh Valley Elementary
Dick Kessler	Chenowith Elementary
Leona Magill	Chenowith Middle School
Chris Markland	Petersburg Elementary
Geraldine Morelli	Maupin Elementary
Dale Skiles	Wamic Elementary
Dorothy Specht	Chenowith Middle School
Judith Surroz	Chenowith Middle School
Faye Whitesell	Chenowith Middle School
Roberta Wilson	Mosier Elementary
Vincent Zanobelli	Petersburg Elementary

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Don Williams	Canby School District
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IMPLEMENTATION HANDBOOK

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

GRADES 4-8

SPECIALIZATION
PREPARATION
EXPLORATION
AWARENESS

IT'S THE PUPIL OF THE EYE THROUGH WHICH WE SEE

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Developed by:

Dan Grimes, Oregon Department of Education
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John Young, Springfield School District
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FOREWORD

CAREER EDUCATION THE OREGON WAY

--is one of the dynamic forces in Oregon's schools.

--is for all students and includes all occupations.

--enriches the total curriculum.

--helps students identify the relationship between their school experiences and what they need to meet the challenges of life.

--is the delivery system which helps students develop the competencies needed to function in the producer life role.

--happens most effectively when basic career concepts are used throughout the entire school program.

--is the result of school and community cooperation in providing learning experiences for students.

--is based on student needs which lead to long-range planning, local community and citizen involvement.

--provides students with the necessary skills and self-confidence which will enable them to cope with their life roles.

Career education is an integral part of the total educational program. Each person functions in several roles in his or her lifetime. Career education focuses on the producer role, providing career awareness, exploration, preparation, specialization and support for the other life roles.

CAREER AWARENESS promotes learning about careers and the changing world of work, kindergarten through adulthood. Students are encouraged to recognize the relationship of the producer life role to the life roles of family, citizen, individual, learner and consumer. Through career awareness, students will:

Gain knowledge of many occupational careers available.

Develop awareness of self in relation to occupational areas.

Develop wholesome attitudes toward work and society.

Learn to respect and appreciate workers in all fields.

Make some tentative choices of career clusters to explore during middle school years.

CAREER EXPLORATION can begin as early as 4th grade, is emphasized in grades 7-10, and continues through adulthood. Career exploration encourages students to explore the world of work through the experience of activities related to specific careers. Through career exploration, students will:

Determine interests, abilities and aptitudes.

Explore and try some of the key occupational areas.

Become familiar with occupational career "clusters"* or "families" of occupations.

Develop an awareness of the processes involved in decision-making.

Make meaningful decisions.

By the end of the 10th grade, make a tentative career choice and a plan for further study.

*A "cluster" is a group of occupations that have similar skills and knowledge.

PROJECT OVERVIEW

Many school districts throughout the State of Oregon have expressed the need for goal-based Career Awareness materials that can be incorporated into the teachers' present instructional program. The 4-8 Career Awareness/ Exploration Curriculum Kit is designed to meet that need.

The Kit is based on five program goals. Each goal can be mastered by the use of course goals, performance indicators, instructional goals, and classroom activities.

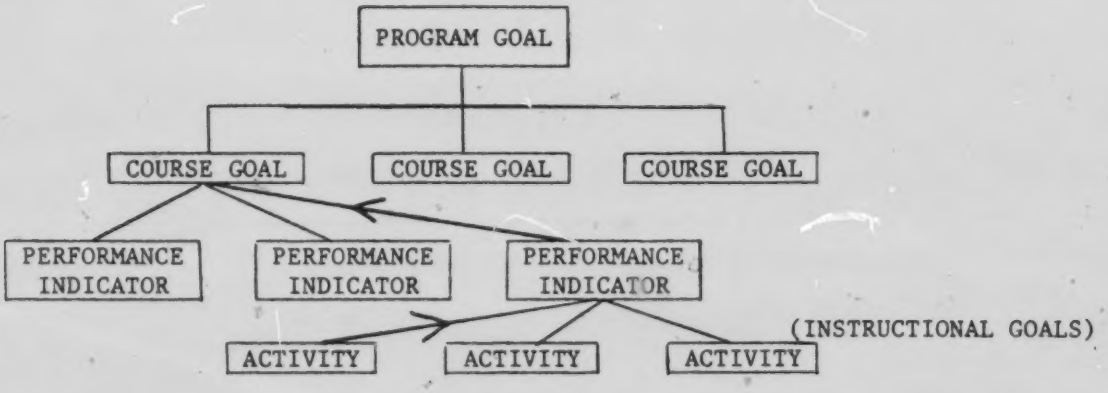
The curriculum materials were developed by a team of six writers from throughout the State during the summer of 1976.

Field testing of the materials was begun in October, 1975, and concluded June 1, 1976. Eighty-five teachers selected from twenty field testing sites around the State participated, involving 2100 students in grades 4-8.

From the results of the field testing, the team worked on revising the Kit. The reprinting and marketing of the product will commence in October, 1976.

UNDERSTANDING A GOAL-BASED CURRICULUM

The following diagram will help to explain the organization of a goal-based curriculum:



A. One activity meets one course goal.

B. One activity from each course goal would meet a program goal.

PROGRAM GOALS are curricular goals which are generally considered to be similar to the overall objectives for a curriculum area. The goals are the minimum expectations for a curriculum area.

COURSE GOALS are goals established within a curricular area to cover a specific subject matter. The Career Education course goals can be considered to be the basic competencies or outcomes required for career development.

THE PERFORMANCE INDICATORS are measurable and are to be met by the student in the completion of a given activity. The performance indicator is written to

indicate to the teacher the expected level of outcome from the materials presented in the classroom situation. The instructional goal is the actual activity in which the student participates in order to accomplish the performance level indicated by the performance indicator or determined by the instructor.

The entire system is a hierarchy by which the teacher can assess through actual classroom activities the final outcome of their efforts.

Within this package, the teacher may select a single activity and, by the completion of this activity, the teacher and the student will be able to meet the expectations of a performance indicator and course goal. It will, however, be necessary for the teacher to present a minimum of one activity from each course goal in order to meet the minimum expectations of the program goal.

CLASSROOM IMPLEMENTATION/UTILIZATION

These materials are designed to be used by classroom teachers in grades 4-8. It is hoped that teachers will alter or adapt the activities to suit their own classroom needs and the needs of their students. It is for this reason that the grade levels, size or grouping, subjects, times, etc. listed on each activity are only suggestions. It is hoped that the activities can serve as a catalyst for teachers to expand and develop their own activities and ideas.

Many activities contain handouts that can be duplicated for student use. These, too, can be altered or expanded to meet particular needs.

Most of the activities require students to be actively involved in communicating, decision-making, or manipulating and using a variety of materials with others.

Often skills and concepts contained in an activity can or should be done more than one time with a given group of students, especially communication or decision-making skills such as rank-ordering or group decision-making. In some cases, it is desirable for an activity to be used more than one time or repeated at different grade levels, either in the original or an altered form.

Even though these activities are designed to be used by teachers with a minimum of outside assistance, it is strongly recommended that all teachers be in-serviced prior to using the materials. In-service can be arranged for by contacting Dan Grimes, Career Education Specialist, State Department of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310; phone: 378-3597.

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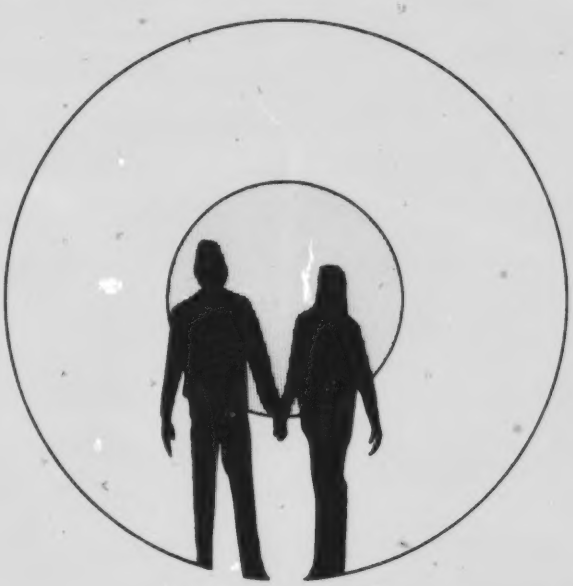

SPECIALIZATION
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*All Cross Referenced Checklists (One for each program goal) are included in each kit for the teachers' convenience in previewing the material.

**All Program Goals are included in each kit for the teachers' convenience in previewing the material.

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 1 Student will identify and develop attitudes about the world of work.

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
1.1.1.1	Worker Classification	4-5	X	X	X	X	X	X	X	X	X	
1.1.1.2	Data - People - Things	6-8	X	X	X	X	X	X	X	X	X	
1.1.1.3	Inquiry	4-8	X	X	X	X	X	X	X	X	X	
1.1.2.1	Needs Bingo	4-6						X				
1.1.2.2	Family Needs & Workers	6-8						X				
1.1.2.3	Community Needs	7-8		X			X	X				H.Ec
1.1.3.1	"Who Needs It?"	4-6	*	*	*	*	X	X	*	*	*	*Adaptable
1.1.3.2	Occupations Fulfill Societal Needs	6-8						X				
1.1.3.3.	Productive Work and Needs	7-8	*	*	*	*	*	X	*	*	*	"
1.2.1.1	Why People Work	4-5					X	X				
1.2.1.2	Parent Interviews	4-6					X	X			X	
1.2.1.3	Worker Interviews	6-8	X				X	X				
1.2.2.1	Observing Worker Attitudes	4-5					X		X			
1.2.2.2	Role-Playing Task Attitudes	4-6					X		X			
1.2.2.3	Working Conditions Survey	6-8					X		X			
1.2.3.1	Rank Order School Responsibilities	4-8					X					
1.2.3.2	Rating Work Habits	4-5					X		X			
1.2.3.3	Evaluating Personal Work Attitudes	4-8					X		X			
1.3.1.1	Job Card Relay	4-6					X	X				
1.3.1.2	Computer Question/Answer Activity	4-6					X					
1.3.1.3	Economic "Disaster" Project	6-8	X				X	X			X	Economics
1.3.2.1	Leisure Time Activity	4-6					X	X			X	
1.3.2.2	Colonizing A New Planet	4-8					X	X			X	
1.3.2.3	Shipwreck Activity	4-8					X	X				
1.3.3.1	Helping Hands	4-6						X				
1.3.3.2	Tracing A Product	4-6						X				Economics
1.3.3.3	Building A Community	4-8						X				Economics

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 2 Students will acquire knowledge about the world of work.

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
2.1.1.1	Providing Goods & Services for Teachers	4-8	X	*	*	*	*	X	*	*	X	*Adaptable
2.1.1.2	Producing a Marketable Product	4-8	X	*	*	*	*	X	*	*	X	"
2.1.1.3	Production, Consumption, Distribution Spelling Bee	7-8						X				
2.1.2.1	School Occupational Survey	4-6	*	*	*	*	*	X	*	*	*	"
2.1.2.2	Occupational Role Playing	4-[illegible]	X	X	X	X	X	X	X	X	X	
2.1.2.3	Observational Work Experience	7-8	X	X	X	X	X	X	X	X	X	
2.1.3.1	Active Participation in Economic Roles	4-5						X			X	
2.1.3.2	Economic Roles and the Identification of Workers	6-8		X	X			X				
2.1.3.3.	Marshmallow-Pick Production Game	7-8	*	*	*	*	*	X	*	*	*	*Adapt H.Ec.
2.2.1.1	Life Roles	4-6						X				
2.2.1.2	Personal Pie Graph	4-8	X					X				
2.2.1.3	Life Role Coat-of-Arms	4-8							X		X	
2.2.2.1	Effect of Business Closure	4-5						X	X			Economics
2.2.2.2	Supply and Demand Game	5-8	X					X				"
2.2.2.3	Wheat Market Game	6-8	X					X				"
2.2.3.1	Working Women	4-8	X					X				"
2.2.3.2	Discrimination Activity	4-8					X	X	X			
2.2.3.3	Youth and the Economy	6-8					X					"
2.3.1.1	Student Jobs in Schools	4-6						X				"
2.3.1.2	Field Trip: Work Observation	6-8					X	X				"
2.3.1.3	Community Training Sources	7-8						X				"
2.3.2.1	Job Training Interview	4-8					X	X				
2.3.2.2	Job Market Explanation	6-8					X	X				
2.3.2.3	High School Course Planning	7-8							X			
2.3.3.1	Job Pictures	4					X					
2.3.3.2	Equal Employment for Men & Women	4-6					X		X			
2.3.3.3	Job Qualifications	7-8					X					

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 3 — Students will identify their individuality and continue to develop a relationship with occupational roles.

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
3. 1.1.1	Identifying Worker Characteristics	4-6					X	X	X		X	
3. 1.1.2	Rank Ordering Student Characteristics	4-8	X	X	X	X	X	X	X	X	X	
3. 1.1.3	Value Situations	4-8	X	X	X	X	X	X	X	X	X	
3. 1.2.1	Personal Characteristics	4-6	X	X	X	X	X	X	X	X	X	
3. 1.2.2	Job Characteristics & Values	6-7			X			X	X			
3. 1,2.3	Personal Journal	6-8					X		X			
3. 1.3.1	Personal Characteristics Pantomine	4-6		X			X	X	X			
3. 1.3.2	"Self" Collage	4-8					X	X	X		X	
3. 1.3.3.	Personal Values & Characteristics of Life Styles	7-8						X	X			Consmr Ed.
3. 2.1.1	Butterfly Construction	4-5					X				X	
3. 2.1.2	Worker Absenteeism	4-6					X					
3. 2.1.3	Effects of Absenteeism	7-8					X					
3. 2.2.1	Classroom City Government Organization	4-6					X	X				
3. 2.2.2	Interview Characteristics	6-8					X					
3. 2.2.3	Resource Speaker Interview	7-8					X					
3. 2.3.1	Holiday Assembly Line	4-6					X				X	
3. 2.3.2	Calendar Assembly Line	4-6									X	
3. 2.3.3	Discussing Repetitive and Non-repetitive Jobs	7-8					X					
3. 3.1.1	Job Skills & School Subjects	4-6	X	X	X	X	X	X	X	X	X	
3. 3.1.2	Ranking Jobs	6-8					X		X			
3. 3.1.3	Matching School Subjects With Jobs	6-8	X	X	X	X	X	X	X	X	X	
3. 3.2.1	Identifying Current Job Skills						X				X	
3. 3.2.2	Skill Demonstration	4-8				X						Industrial Ar
3. 3.2.3	Occupational Research & Challenge / Activity	6-8					X					
3. 3.3.1	Could This Be You?	4-6					X				X	
3. 3.3.2	Occupational Mobile	4-6					X				X	
3. 3.3.3	Creative Writing Activity	4-8					X					

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 4 Students will develop skills in decision-making, communicating, and creating, as related to world of work

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
4.1.1.1	Rank Ordering	4-8	X	X	X	X	X	X	X	X	X	
4.1.1.2	"Lost On The Moon"	5-8	X	X	X	X	X	X	X	X	X	
4.1.1.3	"Life Discovered on a Far Away Planet"	4-8	X	X	X	X	X	X	X	X	X	
4.1.2.1	"Decisions Decisions"	4-6	X	X	X	X	X	X	X	X	X	
4.1.2.2	Expert Decision-Makers	6-8	X	X	X	X	X	X	X	X	X	
4.1.2.3	Career Analysis	6-8	X	X	X	X	X	X	X	X	X	
4.1.3.1	Identifying Tasks of Skilled and Unskilled Workers	4-6					X	X				
4.1.3.2	Education and Training for Entry Level Employment	6-8	X	X	X	X	X	X	X	X	X	
4.1.3.3.	Forecasting for Employment	7-8	X	X	X	X	X	X	X	X	X	
4.2.1.1	Drawing Relay	4-8	X	X	X	X	X	X	X	X	X	
4.2.1.2	Negotiations	4-8	X	X	X	X	X	X	X	X	X	
4.2.1.3	"5 Square"	4-8	X	X	X	X	X	X	X	X	X	
4.2.2.1	"Happy Face"	4-6	X	X	X	X	X	X	X	X	X	
4.2.2.2	Communications Riddles	6-8	X	X	X	X	X	X	X	X	X	
4.2.2.3	Problems, Concerns & Conflicts in Communication	4-8	X	X	X	X	X	X	X	X	X	
4.2.3.1	Communications Collage	4-6	X	X	X	X	X	X	X	X	X	
4.2.3.2	Observation & Communication	4-8					X					
4.2.3.3	Observing Communications of People at Work	6-8					X	X				
4.3.1.1	Occupations Bulletin Board	4-6					X	X				
4.3.1.2	Dramatizing Work Decisions	6-8	*	*	*	*	X	X	*	*	*	* Adaptable
4.3.1.3	Gaining Information from Speakers	6-8	X	X	X	X	X	X	X	X	X	
4.3.2.1	Role-Playing Value Conflicts	4-8	X	X	X	X	X	X	X	X	X	
4.3.2.2	"Win As Much As You Can"	6-8	X	X	X	X	X	X	X	X	X	
4.3.2.3	"The Choice Is Yours"	7-8	X	X	X	X	X	X	X	X	X	
4.3.3.1	Class Assignment: Decision-Making	4-8	X	X	X	X	X	X	X	X	X	
4.3.3.2	Career Decisions & Training	7-8	X	X	X	X	X	X	X	X	X	
4.3.3.3	Career Decision Forecasts	8					X	X				

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 4

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
4.4.1.1	Creativity in Occupations	4-8	X	X	X	X	X	X	X	X	X	
4.4.1.2	Creativity in Community Occupations	6-8						X				
4.4.1.3	Identifying Creative Activities	6-8	X	X	X	X	X	X	X	X	X	
4.4.2.1	Creating in Clay	4-5						X			X	
4.4.2.2	Creativity in School Work	4-6	X	X	X	X	X	X	X	X	X	
4.4.2.3	Creativity in Group Work	4-8	X	X	X	X	X	X	X	X	X	
4.4.3.1	"An Interested Person in an Interesting Person"	4-8	X	X	X	X	X	X	X	X	X	
4.4.3.2	Individual Creative Expression	6-8	X								X	H.Ec.
4.4.3.3	Creative Collages	4-8	X	X	X	X	X	X	X	X	X	

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 5 Students will develop physical and mental skills related to occupational roles

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
5.1.1.1	Interviewing for Classroom Jobs	4-6	X	X	X	X	X	X	X	X	X	
5.1.1.2	Choosing & Learning Tasks	4-8	X	X	X	X	X	X	X	X	X	
5.1.1.3	Occupational Task Relay	6-8	X	X	X	X	X	X	X	X	X	
5.1.2.1	4-Square	4-6		X		X		X				
5.1.2.2	Teamwork	4-6				X						Drama
5.1.2.3	Activities for Occupational Skills	6-8		X		X		X				
5.1.3.1	Relating Job Skills & Hobbies	4-6				X	X	X				
5.1.3.2	Handicapped	4-8	X	X	X	X	X	X	X	X	X	
5.1.3.3.	Planning for Job Skills	7-8		X				X				
5.2.1.1	Boat Building	4-5	X	X	X	X	X	X	X	X	X	
5.2.1.2	Identifying & Describing Tools	4-6					X	X				
5.2.1.3	Tool Rummy	4-8						X				
5.2.2.1	Identifying Worker Skills	4-8	X	X	X	X	X	X	X	X	X	
5.2.2.2	Occupational Tic Tac Toe	5-6	X	X	X	X	X	X	X	X	X	
5.2.2.3	"I Am A Tool"	4-8	X	X	X	X	X	X	X	X	X	
5.2.3.1	Tool Collage	4-6	X	X	X	X	X	X	X	X	X	
5.2.3.2	Game Board Challenge	4-8	X	X	X	X	X	X	X	X	X	
5.2.3.3	Tools & Human Activities	4-8						X				
5.3.1.1	Job Skills & School Subjects	4-5	X	X	X	X	X	X	X	X	X	
5.3.1.2	Job Skills Baseball	6-8	X	X	X	X	X	X	X	X	X	
5.3.1.3	Math Files	7-8	X									
5.3.2.1	Hearing, Seeing, Drawing	4-8	X	X	X	X	X	X	X	X	X	
5.3.2.2	Tele-Trainer Interviews	6-8					X	X	X			
5.3.2.3	Sell Your Home	6-8					X	X				
5.3.3.1	Home Jobs	4-6					X		X			
5.3.3.2	Simulated Interview	6-8					X					
5.3.3.3	Help Wanted Ads	7-8					X					

Program Goal

1. Student will identify and develop attitudes about the world of work.

Course Goals	Suggested Performance Indicators
The Student:	The Student:
1.1 Will move from an identification of workers to an understanding of work as a need of society.	1.1.1 Given an opportunity to observe, will be able to identify different types of workers.
	1.1.2 Given the opportunity to select workers within a career area of their choice, will be able to describe the contribution of each worker.
	1.1.3 Given the needs of American society, will be able to relate those needs to the productive work of workers within a career of the student's choice.
1.2 Will be able to identify attitudes of others within the world of work.	1.2.1 Given the opportunity to explore the concept of attitudes, will be able to identify attitudes that people have about work.
	1.2.2 Given the opportunity to observe workers, will be able to identify the attitudes of people at work.
	1.2.3 Given the opportunity to observe workers, will be able to identify how attitudes affect performance.
1.3 Will be able to recognize an individual's interdependence within the community.	1.3.1 Given an opportunity to describe the work of a member of the local community, can identify how this work related directly to the student.
	1.3.2 Given a list of workers in the community, will be able to identify how their work contributes to their own standard of living.
	1.3.3 Given the roles of workers, will be able to identify how the roles of workers within a community are interdependent.

Program Goal

2. Students will acquire knowledge about the world of work.

Course Goals	Suggested Performance Indicators
The Student:	The Stucent:
2.1 Will know the difference between production, distribution, and consumption.	2.1.1 Given the opportunity to participate in a classroom project. will be able to identify the roles of the producer, distributor, and consumer.
	2.1.2 Given the opportunity to visit a factory or business operation, will be able to identify occupations in each of the areas of production, consumption, and distribution.
	2.1.3 Given the opprotunity to participate in simulation games, will be able to identify and describe the differences in production, consumption, and distribution activities involved in the games.
2.2 Will be able to demonstrate how the world of work influences the citizen, family, individual, producer, learner, and consumer life roles.	2.2.1 Given the opportunity to participate in a role-playing activity, will be able to relate the importance of work upon their life roles.
	2.2.2 Given the necessary background about supply and demand, will be able to relate the impact of supply and demand on the various life roles.
	2.2.3 Given the opportunity for research, will be able to appraise the roles of a variety of minority groups within the American economy.
2.3 Will be able to understand the community as a resource for career development.	2.3.1 Given an opportunity to explore, will be able to identify the sources of career training.
	2.3.2 Given an opportunity to select a career of their choice, will describe how the community can be used to develop skills, etc., within the career area of their choice.
	2.3.3 Given the opportunity to explore, survey, and research, will be able to identify the necessity for equal opportunity employment.

Program Goal

3. Students will identify their individuality and continue to develop a relationship with occupational roles.

Course Goals	Suggested Performance Indicators
The Student:	The Student:
3.1 Will be able to understand and identify strengths, weaknesses, and values of individuals and how these characteristics affect job choices.	3.1.1 Given an opportunity to role play the parts of individuals in an economic activity will be able to identify the dominant personal characteristics of individuals whose role they play.
	3.1.2 Given case histories of three people, will be able to identify the personal characteristics that influenced their choice of a career.
	3.1.3 Given the opportunity for a small group discussion, will be able to relate how their personal characteristics may influence his/her tentative career plans.
3.2 Recognizes that different experiences may create different work habits and attitudes.	3.2.1 Given an example of attendance habits, will be able to relate the effect of absences in developing poor work habits.
	3.2.2 Given an example of school records, will be able to relate how an employer may view work habits and attitudes of a prospective employee.
	3.2.3 Given case studies of two people, one engaged in a repetitive and the other a non-repetitive job, will be able to describe how these experiences might influence work habits and attitudes.
3.3 Will be able to evaluate strengths, weaknesses and values as they apply to present occupational interests.	3.3.1 Given a list of jobs, will be able to identify those which are appropriate to their present level of training and experience.

Course Goals	Suggested Performance Indicators
3.3 (Continued)	The Student:
	3.3.2 Given an opportunity to choose jobs of interest to them, will be able to do the skills required of each job and relate their own strengths and weaknesses to the skill levels required of each job.
	3.3.3 After completion of a self-assessment or inventory, will be able to evaluate their qualities as they relate to the career area of their choice.

Program Goal

4. Students will develop skills in decision-making, communicating, and creating as related to the world of work.

Course Goals	Suggested Performance Indicator
The Student:	The Student:
4.1 Will be able to identify and participate in a decision-making process.	4.1.1 Given a project to complete, or a problem to solve, will be able to select the appropriate materials for completion of the project or problem.
	4.1.2 Given the steps in the decision-making process, will be able to apply the process to the selection of a career area for the purposes of exploration.
	4.1.3 Given the appropriate materials and knowledge, will be able to select a career area and identify the appropriate steps to complete the education and/or training necessary for entry level employment in the career area of their choice.
4.2 Will develop an awareness of the way basic methods of communication help individuals complete work tasks and participate in life roles.	4.2.1 Given a classroom task, will be able to successfully complete it in a variety of ways.
	4.2.2 Given an opportunity for a classroom discussion, will be able to recognize how communication skills influence an individual's work.
	4.2.3 Given an opportunity to participate in a work experience, will be able to identify the methods of communication used by employers and employees in completing work tasks.
4.3 Will be able to experience examples of decision-making in occupational roles.	4.3.1 Given a list of jobs, will be able to identify a job which involves decision-making and give examples of decisions which must be resolved in that job.
	4.3.2 Given a case study involving value-conflicts on the job, will be able to identify the decision-making necessary to resolve the conflicts.

Course Goals	Suggested Performance Indicator
The Student:	The Student:
4.3 (Continued)	4.3.3 Given the opportunity to select, will be able to choose a course of study at school which will lead to obtaining skills necessary for the career area of their choice.
4.4 Will understand that opportunities for creative expression exist in the world of work.	4.4.1 Given an opportunity to observe, will be able to identify the use of creativity in occupations.
	4.4.2 Given an opportunity to observe, will be able to recognize the need for creative expression in the performance of occupational roles.
	4.4.3 Given the opportunity to participate in activities, will be able to identify opportunities for creative expression in the world of work.

Program Goal

5. Students will develop physical and mental skills related to occupational roles.

Course Goals	Suggested Performance Indicators
The Student:	The Student:
5.1 Will be able to demonstrate that occupations require degrees of physical movement.	5.1.1 Given a list of occupations and the necessary materials, will select one occupation and demonstrate the kind of work activity of that occupation.
	5.1.2 Given a simulation game, will be able to demonstrate by participation the types of physical activity required of one's role in the game.
	5.1.3 Given an opportunity to select the career area of their choice, will be able to demonstrate the required physical skills.
5.2 Will be able to understand tools as an extension of the body.	5.2.1 Given a selection of common tools, will be able to demonstrate proper usage.
	5.2.2 After identifying a variety of tools, will be able to describe the relationship between tools and needed skills in a variety of occupations.
	5.2.3 Given the opportunity to explore the concept of technology, will be able to relate the development and need for tools to increase the efficiency of human activities.
5.3 Will be able to demonstrate that classroom-obtained skills are directly related to job performance within occupational roles.	5.3.1 Given an opportunity to make a tentative career choice, will be able to relate occupational skills to classroom skills.
	5.3.2 Given a basic knowledge of communication skills, will be able to demonstrate the skills in a variety of job roles.
	5.3.3 Given the necessary instruction, will be able to successfully relate skills learned in the classroom to job seeking skills.

Program Goal 3. Students will identify their individuality and continue to develop a relationship with occupational roles.

COURSE GOAL	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
3.1 Will be able to understand and identify strengths, weaknesses, and values of individuals and how these characteristics affect job changes.	3.1.1 Given an opportunity to role play the parts of individuals in an economic activity, will be able to identify the dominant personal characteristics of individuals whose role they play.
	3.1.2 Given case histories of three people, will be able to identify the personal characteristics that influenced their choice of a career.
	3.1.3 Given the opportunity for a small group discussion, will be able to relate how their personal characteristics may influence his/her tentative career plans.

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.1

The student will be able to understand and identify strengths, weaknesses, and values of individuals and how these characteristics affect job choices.

Suggested Performance Indicator 3.1.1

Given an opportunity to role play the parts of individuals in an economic activity, the student will be able to identify the dominant personal characteristics of individuals whose role they play.

Description of Activities

1. Identifying Worker Characteristics (4-6)
   The class develops a personal characteristics list. Each student draws a worker depicting an occupation. The class, through discussion, selects dominant personal characteristics of the workers drawn.

2. Rank Ordering Student Characteristics (4-8)
   The students rank order student characteristics from most to least important, individually and in groups. Each student selects one occupation and one characteristic in the chosen occupation.

3. Value Situations (4-8)
   This activity allows the student to appraise how changes within a variety of situations may affect an individual's decisions.

P.I. No. 3.1.1

Title: IDENTIFYING WORKER CHARACTERISTICS

Activity 1

Suggested Instructional Goal:

Having participated in a class discussion identifying personal characteristics of people and drawing a worker depicting an occupation of his choice the student will be able to participate in a class discussion determining dominant personal characteristics of the worker he drew.

Grade Level:

4-6

Subject Matter Area:

Social Studies, Art and Language Arts

Time:

Approximately two to three 45 minute class periods.

Number of Students:

Total Class

Materials:

Drawing paper

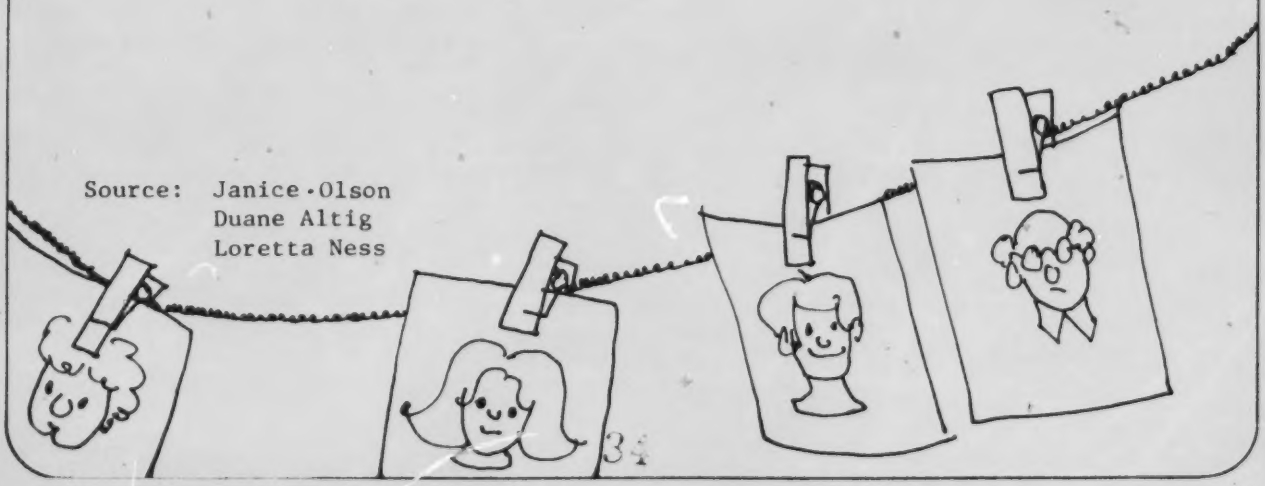
Procedures:

1. The class will define characteristics and develop a list of characteristics found in people (kind, independent, dependent, helpful, friendly, enthusiastic, cooperative. hardworking, creative, etc.)

2. Each student will draw a picture depicting a worker of his choice and label the occupation of the worker.

3. The class will string a line on which to pin their worker's pictures (clothesline characteristics) or place the workers on a bulletin board.

4. The class, through discussion, will select from the charactertistics list the dominant personal characteristics for each worker. The students should explain why the selected characteristics fit the workers.



Source: Janice Olson
Duane Altig
Loretta Ness

P. I. No. 3.1.1

Title: RANK ORDERING STUDENT CHARACTERISTICS

Activity 2

Suggested Instructional Goal:

Given an opportunity to rank order a student characteristics list individually and in groups, the student will be able to choose an occupation and a characteristic from the last and explain the importance of that characteristic of a chosen occupation.

Grade Level:

4-8

Subject Matter Area:

All

Time:

One 45 minute class period

Number of Students:

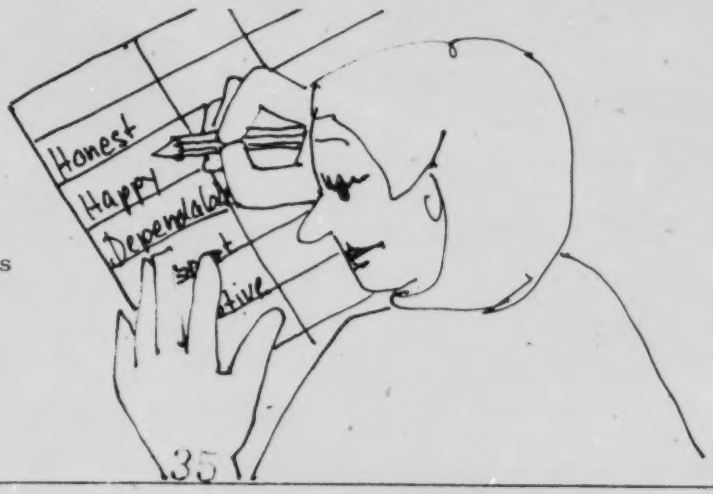
Total class

Materials:

Student copies of characteristics ranking sheets (see activity packet for characteristics sheet).

Procedures:

1. Each student will rank order student characteristics from most to least important. (See sample Student Rank Order Sheet)
2. The teacher will divide the class into groups of two and each pair will rank order the student characteristics list, reaching a consensus in the group.
3. The class will get into groups of five and each group will rank order the student characteristics list, reaching a consensus within the group.
4. The groups will compare their rank orders and discuss how they reached a consensus.
5. Each student will choose an occupation and select a characteristic and explain why the characteristic would be important in that occupation.



Developed by John Davies
Adopted by Loretta Ness

STUDENT CHARACTERISTICS

Number the characteristics from the most important (Number 1) to the least important (Number 7).

CHARACTERISTICS	INDIVIDUAL RANKING	GROUP OF TWO RANKING	GROUP OF FIVE RANKING
Honest			
Happy			
Dependable			
Good Sport			
Cooperative			
Clean			
Smart			

P. I. No. 3.1.1

Title: VALUE SITUATIONS

Activity 3

Suggested Instructional Goal:

Given an opportunity to participate in the value stem game, the student will be able to appraise how changing situations may affect an individual's decisions.

Grade Level:

4-8

Subject Matter Area:

All areas

Time:

One 45 minute class period

Number of Students:

Total Class

Materials:

Several copies of a right vs. wrong, never vs. always scale for each student.

Procedures:

1. The teacher will present the class with copies of a right-vs-wrong and always-vs-never scale (see sample on the following page.) Either or both scales could be used, the teacher may wish to make this decision.
2. The teacher will explain to the class that he will present them with a value situation which will be varied in 5 different ways (see sample)
3. The teacher will read the first variation of the value situation.
4. The student will mark the value scale according to the position they would take (they may take an absolute or tentative position).
5. The teacher will read the second variation of the value situation.
6. The student will consider the second variation. If the students wish to change the positions they would take, they may re-mark the value scale and record their reason for the change of position. (See sample scale)
7. Repeat steps 5 and 6 until all variations have been read to the class.
8. After the game is played, have the students discuss the reasons why they did or did not change their positions as the initial situation was adjusted.
9. The teacher will read additional value situations with 5 variations.
10. Students will discuss the reasons they did or did not change their positions as the initial situation was adjusted.
11. The students may then, individually or in small groups, devise additional game items for the class or for others in the class.

P. I. No. 3.1.1

Title: VALUE SITUATIONS

Activity 3

Procedures Continued:

12. The teacher may devise an additional set of items dealing with personal characteristics, morals, etc.

* NOTE TO TEACHER:

The activity also vividly points out value conflicts.

Activity 3

P.I. No. 3.1.1

Title: VALUE SITUATIONS

Procedures Continued:

THE VALUES GAME: RIGHT VS. WRONG; ALWAYS VS. NEVER SCALE

WRONG	WRONG, but . . .	RIGHT, but . . .	RIGHT
VARIATION #1	VARIATION #5 (He is my brother and he has to have a job to buy his own school clothes)		
NEVER	RARELY	SOMETIMES	ALWAYS

Either scale may be used (The teacher may wish to make this based on the value game stem used)

FOLD

(The teacher will have to construct their own scale from this example eliminating the comments and example)

P. I. No. 3.1.1

Title: VALUE SITUATIONS

Activity 3

Procedures Continued:

Instructions: I am going to present you with some situations. You are to place your marker on the scale according to what you honestly feel you would do--this is a continuum from right to wrong or always to never. We will play the game and then discuss it.

Values Game Stem #1

1. You are taking the Civil Service Exam. A classmate is seated next to you. The proctor leaves the room. The classmate asks you for the answer to question #10. You have the answer and you know it is correct. You tell your classmate the answer.

2. Let us change the situation a little. The classmate sitting next to you is your very best friend. You tell the answer.

3. The person beside you is a smart aleck, not liked by many and usually cheats. You tell the answer.

4. Before the test your classmate offered you $5 if you gave the answers. Again the proctor leaves. You give the classmate your test. He gets the answers. You get $5.

5. The classmate is a brother who failed 3rd grade, he does not do well in his school work. He must pass this test to get the job he wants. You give him the answers.

Values Game Stem #2

The school dress code states: Boys hair shall not cover his eyes, ears or collar.

1. Your hair is long but neat and you keep it combed. The principal or dean calls you to the office and tells you to get a haircut. You get a haircut.

2. Your hair is long. Your best friend tells you to get it cut. You get it cut.

3. Your hair is long. Your father tells you to get a haircut. You get a haircut.

4. Your hair is long. Your employer tells you to get a haircut. You get a haircut.

5. A friend offers you $10 if you get a haircut. You get a haircut.

6. Your Pastor tells you that long hair for boys is sinful. You get a haircut.

P. I. No. 3.1.1

Title: VALUE SITUATIONS

Activity 3

Procedures Continued:

Values Game Stem #3

1. You see a fellow employee pick up a dollar from the floor. Later that day the boss asks if anyone found some money. No one says anything. You tell the boss what you saw.

2. You know the richest guy at work lost the dollar. He is always showing off--especially his money. You tell the boss.

3. The person who you saw picking up the money is your best friend. You tell the boss.

4. The employee shows you the dollar and offers to share it with you if you don't tell. You tell the boss.

5. The employee who picked the money up was a Negro. You tell the boss.

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.1

The student will be able to understand and identify strengths, weaknesses, and values of individuals and how these characteristics affect job choices.

Suggested Performance Indicator 3.1.2

Given case histories of people, the student will be able to identify the personal characteristics that influenced their choice of a career.

Description of Activities

1. Personal Characteristics Charades (4-6)
   In this activity the student identifies personal characteristics, participates in charades depicting the characteristics, and identifies occupational tasks in which the characteristics are important.

2. Job Characteristics and Values (6-7)
   This activity not only involves the student in survey techniques and data gathering, but also provides them with the opportunity to identify personal characteristics and values and their relationship to career choices.

3. Personal Journal (6-8)
   By constructing a personal journal of everyday feelings and impressions, etc., the student becomes more aware of how personal characteristics may influence their occupational choices.

P. I. No. 3.1.2

Title: PERSONAL CHARACTERISTICS CHARADES

Activity 1

Suggested Instructional Goal:

After having identified personal characteristics of students that are helpful in school, the student will be able to participate in a group activity using charades to depict the personal characteristics and identify occupational tasks in which those characteristics are important.

Grade Level:

4-6

Subject Matter Area:

All Areas

Time:

One 45 minute class period

Number of Students:

Total Class

Materials:

General classroom materials

Procedures:

1. The class, in a group discussion, will identify personal characteristics students have that are helpful in school. (See sample list)
2. The teacher will record each characteristic on a small card.
3. The students will get into groups of three.
4. Each group will select, at random, a personal characteristics card and create a charade depicting the selected personal characteristic.
5. Each group will present their charade to the other groups.
6. The group identifying the personal characteristic charade will suggest occupational tasks in which the characteristic is important and explain why.

Source: Loretta Ness

P. I. No. 3.1.2

Title: PERSONAL CHARACTERISTICS CHARADES

Activity **1**

Procedures Continued:

(SAMPLE)
STUDENT CHARACTERISTIC LIST

Helpful

Dependable

Courteous

Cheerful

Friendly

Smart

Clean

Neat

Etc.,

P. I. No. 3.1.2

Title: PERSONAL CHARACTERISTICS CHARADES

Activity 1

Procedures Continued:

(SAMPLE)
STUDENT CHARACTERISTIC LIST

Helpful

Dependable

Courteous

Cheerful

Friendly

Smart

Clean

Neat

Etc.,

P.I. No. 3.1.2

Title: JOB CHARACTERISTICS AND VALUES

Activity 2

Suggested Instructional Goal:

Given the opportunity to complete and tally "Job Characteristics and Values" survey forms, the student will be able to, through participation in a class discussion, identify the relationship between personal characteristics and career choices.

Grade Level:

6-7

Subject Matter Area:

Science, Social Studies and Guidance

Time:

Allow one to two weeks for completing or surveys.

Number of Students:

Total Class

Materials:

140-150 survey forms (see sample)
20-25 tally sheets (see sample)

Procedures:

1. Each student will select a tentative occupation and complete a "Job Characteristics and Values Survey." The students will complete the survey as they imagine a person actually employed in that occupation would complete the survey.

2. Teacher will collect and save the survey form of each student.

3. Distribute four survey forms to each student and inform the students that they are to have these forms completed by four people in different occupation.

4. Collect all the completed survey forms and separate the forms by identified clusters (see part #2 of survey form).

5. Divide the class into groups and divide the clusters among the groups.

6. Have students record the survey results on the cluster tally sheets. (See sample on the following pages.) Be sure to record a separate tally sheet for each cluster.

7. Post the final results on the bulletin board or blackboard.

8. Return the students' survey forms (refer to step #1 in the procedures).

9. The students will compare their survey form with the final tallies for each cluster.

10. The students will identify the cluster, values, and personal characteristics which are most similar to their own surveys.

P. I. No. 3.1.2

Title: JOB CHARACTERISTICS AND VALUES

Activity 2

Procedures Continued:

11. The class will discuss the student findings and their own impressions of the relationship between personal charactertistics and career choice.

Source: Duane Altig
Loretta Ness

ARE YOU COURAGEOUS ?

P.I. 3.1.2 ACTIVITY #2

JOB CHARACTERISTICS AND VALUES SURVEY

The purpose of this survey is to discover the predominant characteristics and values of a particular occupation.

1. The title of your occupation is _____

2. Please check the Oregon occupational cluster in which you feel your occupation belongs.

____ Industrial Mechanical	____ Service Occupations
____ Forestry	____ Accounting
____ Marketing	____ Clerical
____ Health Occupations	____ Construction
____ Electricity/Electronics	____ Secretarial
____ Food Services	____ Metals
____ Agriculture	

3. Please indicate below the ten (10) most important characteristics which you feel are necessary for your occupation

a. ___ Good Grooming	j. ___ Good Listener	s. ___ Selfish
b. ___ Cooperative	k. ___ Humorous	t. ___ Hard Working
c. ___ Friendly	l. ___ Generous	u. ___ Loving
d. ___ Punctual	m. ___ Shy	v. ___ Loyalty
e. ___ Dependable	n. ___ Initiative	w. ___ Courageous
f. ___ Sneaky	o. ___ Trustworthy	x. ___ Hateful
g. ___ Good Grammar	p. ___ Unselfish	y. ___ Courteous
h. ___ Good Speaking Voice	q. ___ Considerate	z. ___ Enthusiastic
i. ___ Follows Directions	r. ___ Helpful	

4. Listed below are some common values demonstrated by people. Please rank these in importance from the least important to most important (#1 - most important to #5 - least important). Rank these values in relation to your own occupation.

a. ___ Getting Ahead (advancement)

b. ___ Making Profit (good salary)

c. ___ Honestry

d. ___ Obedience

e. ___ Power

f. ___ Respect

g. ___ Approval

h. ___ Solitude

i. ___ Progress

j. ___ Happiness

k. ___ Individuality

l. ___ Prestige

m. ___ Social Conformity

n. ___ Security

o. ___ Independence

TALLY SHEETS

CLUSTER _____

Names or Titles of Occupations Within This Cluster	IMPORTANT CHARACTERISTICS																							VALUES																						
	Good Grooming	Cooperative	Friendly	Punctual	Dependable	Sneaky	Good Grammar	Gd. Speak. Voice	Follows Direct.	Good Listener	Humorous	Generous	Shy	Trustworthy	Unselfish	Considerate	Helpful	Selfish	Hard Working	Loving	Courageous	Hateful	Enthusiastic	Initiative	Getting Ahead (Advancement)	Making Profit (Good Salary)	Honesty	Obedience	Power	Respect	Approval	Solitude	Progress	Happiness	Individuality	Prestige	Social Conformity	Security	Independence
TOTALS																																												

Circle the 10 highest totals

Check the 5 values which are most frequently ranked.

P.I. No. 3.1.2

Title: PERSONAL JOURNAL

Activity 3

Suggested Instructional Goal:

Given an opportunity to keep a written journal of their everyday feelings, impressions, etc., the student will be able to, upon completion of the journal, explain in writing how five of their own personal characteristics may influence their occupational choices.

Grade Level:

6-8

Subject Matter Area:

Language Arts and Guidance

Time:

Will vary depending upon teacher preference.

Number of Students:

Entire Class (Working Individually)

Materials:

Copies of the Suggested Journal Topics (one for each student).

Procedures:

1. The teacher will explain the purpose and structure of the journal the students are to write. (See Teacher Exploration)
2. The teacher will provide each student with a list of suggested journal topics. (See sample)
3. Each student will keep his own journal (The teacher should determine the length of time that the students will keep recording in their journals.)
4. It will be the task of the teacher to read each student's journal entries at least once a week. (Attempt to maintain a positive feedback to each student in response to their journal entries.)
5. Each student will identify five personal characteristics and relate in writing how these may influence their occupational choices.

Developed by: University of Minnesota
Adapted by: Janice Olson

P. I. No. 3.1.2

Title: PERSONAL JOURNAL

Activity 3

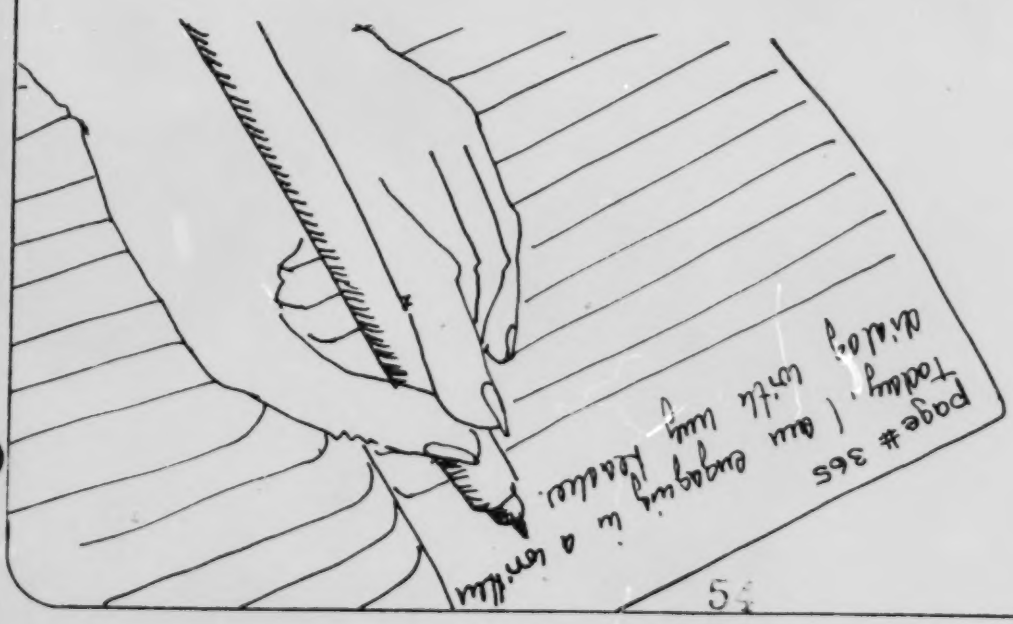
Procedures Continued:

Teacher Exploration

One way to help students explore themselves is to have them keep an on-going daily journal of reactions to class experiences. Teacher and students should agree on and understand clearly the purpose of the journal and the structure of the journal before it is begun.

The purpose might be to give students an opportunity to keep a record for themselves of their reactions and insights regarding class experiences. The journal might be a means of sharing insights, feelings, questions and concerns with another student or a group of students; the journal might be a way by which teacher and student engage in a written dialogue. It might be a way by which teacher and students evaluate their needs and the manner in which the teacher or students help individuals to evaluate their progress. Hopefully, students and teacher will identify this journal as a growth and exploration experience and will not use it as "busy work" or as a means for assigning grades. For this reason, it is important that students and teacher agree on and clearly understand its purpose and who will read it.

The structure will vary depending on the teacher and the class. Some possible ways of structuring include allowing students five minutes at the end of each class period for writing whatever they choose regarding the day's experiences; or they may be asked to record their immediate feelings at the close of each class period. Once a week, students may be asked to write something from the week that they feel good about. Students may be asked to respond to a specific question related to a particular class activity or may be given a general list of questions (appendix, page 28) and asked to choose one or two that seem to relate to things that happen during the day, briefly describing the situation and the reason for those feelings. Whatever structure is decided upon should be clearly understood and agreed upon by both teacher and students.



P. I. No. 3.1.2

Title: PERSONAL JOURNAL

Activity 3

Procedures Continued:

SUGGESTED JOURNAL TOPICS

Each day write a paragraph or two reporting on your experiences related to this class. The questions below suggest the kinds of things you can write about. But, do not feel that you must limit your report to these questions if there is something else you would prefer to write about. You can probably write on one or two questions, and you can choose the ones that seem to relate to things that happen that day. Briefly describe the situation and reasons for your feelings.

1. How did your feelings about any person change as a result of this day's activities? Why?

2. How similar is your impression of yourself to the impression others have of you? Explain.

3. Were you surprised by any of the things people said about you? Explain.

4. What were some things you wanted to say today and did not say?

5. What did you do today which made you feel proud? Why?

6. What problems did you encounter?

7. What happened that made you feel uncomfortable or unhappy?

8. Whom did you see that impressed you favorably? Why?
   or unfavorably? Why?

9 What criticisms did you receive and how did you respond to them?

10. What compliments were you given and what did they mean to you?

11. What did you do that seemed to be effective or ineffective in your relationship with others?

12. What did you do in your work that was enjoyable or satisfying?

13. What new task did you learn to perform?

14. Describe a difficult situation you encountered and how you handled it?

15. What questions did you ask your group or what questions would you like to have asked?

16. How do you think you might need to change to succeed in a preferred career field?

P. I. No. 3.1.2

Title: PERSONAL JOURNAL

Activity 3

Procedures Continued:

17. What happened that made you feel you would (or would not) like (your choice) as a lifetime career?

18. Tell about the best thing that happened to you this week; something someone said or did, something you said or did, a feeling, an insight, a goal accomplished, etc.

This exercise taken in part from Pilot Training Project for Teachers of Distribution and Marketing, University of Minnesota, Summer 1967.

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.1

The student will be able to understand and identify strengths, weaknesses, and values of individuals and how these characteristics affect job choices.

Suggested Performance Indicators 3.1.3

Given the opportunity for a small group discussion, the student will be able to relate how his personal characteristics may influence this tentative career plans.

Description of Activities

1. Personal Characteristics Pantomime (4-6)
   The class will identify personal characteristics that help students in school. Each student will record those characteristics he has and select an occupation in which those characteristics are important. Each student will identify a task in the occupation and pantomime the task demonstrating one of his personal characteristics.

2. "Self" Collage (4-8)
   Each student creates a personal characteristics collage illustrating ideas he has about himself and makes a list of things he likes or dislikes about himself. Each student identifies those things that can be changed or can not be changed and the effect this may have on his job.

3. Personal Values and Characteristics of Life Styles (7-8)
   This activity relates and identifies how personal values and life styles may influence the student's career plans.

P.I. No. 3.1.3

Title: PERSONAL CHARACTERISTICS PANTOMIME

Activity 1

Suggested Instructional Goal:

Having participated in a class discussion identifying personal characteristics they have, the student will be able to identify tasks performed in an occupation in which these characteristics are important.

Grade Level:

4-6

Subject Matter Area:

Guidance, Health, Social Studies, Language Arts

Time:

Three 45-minute class periods

Number of Students:

Total Class

Materials:

None

Procedures:

1. The class will identify and develop a list of personal characteristics that help a student in school. (See sample).
2. Each student will record on paper his personal characteristics.
3. Each student will select an occupation in which the characteristics he has recorded are important.
4. Each student will select an occupation in which the characteristics he has recorded are important.
4. Each student will identify a task in the occupation he has chosen which reflects one of his recorded characteristics. (Example: answering the telephone)
5. Each student will act out or pantomime the task.
6. The class will identify the occupation and the personal characteristic demonstrated.

Source: Loretta Ness
Duane Altig

P. I. No. 3.1.3

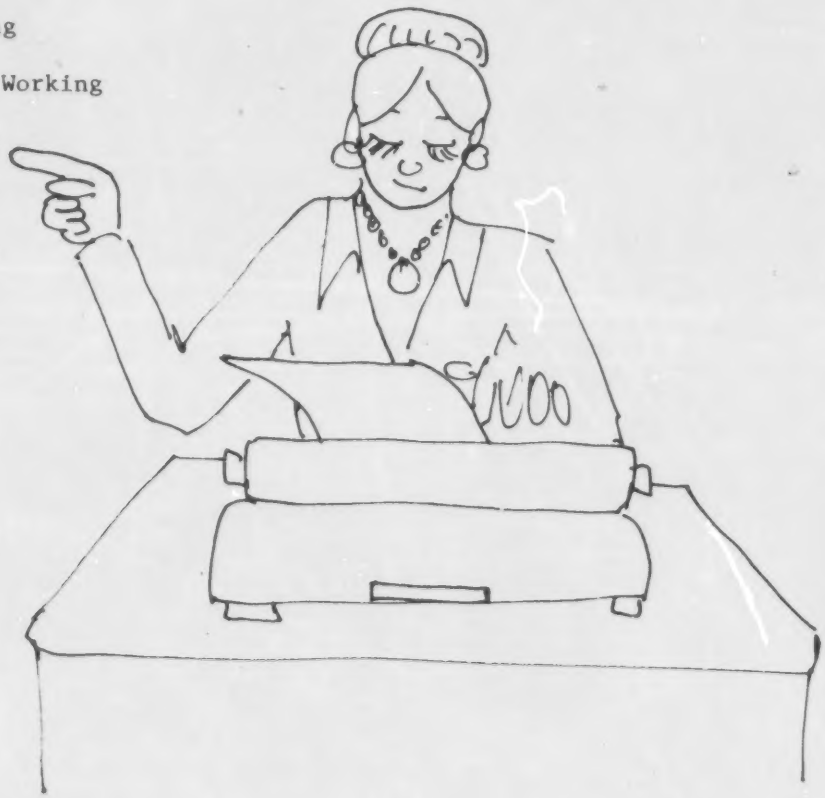
Title: PERSONAL CHARACTERISTICS PANTOMIME

Activity 1

Procedures Continued:

PERSONAL CHARACTERISTICS LIST

1. Good Grooming
2. Cooperative
3. Friendly
4. Punctual
5. Dependable
6. Follows Directions
7. Generous
8. Trustworthy
9. Considerate
10. Enthusiastic
11. Loving
12. Hard Working
13. Etc.,



P. I. No. 3.1.3

Title: "SELF" COLLAGE

Activity 2

Suggested Instructional Goal:

After participating in class discussions and creating a personal collage, the student will be able to list things he likes or dislikes about himself identifying those that can be changed or can not be changed and the effects this may have on his job.

Grade Level:

4-8

Subject Matter Area:

Guidance, Social Studies, Language Arts, Art

Time:

Approximately three 45-minute class periods

Number of Students:

Total Class

Materials:

Magazines
Tag board
Opaque projector
Paste
Scissors

Procedures:

1. With the help of another student, each student will draw a silhouette of his head on a piece of tag board. (Suggest using an opaque projector to project the students silhouette while the other student draws the outline of the silhouette.)

2. The class will discuss things we notice about other people.

   Examples:

   a. Characteristics: Kind, hard working, loud, can run fast, helpful.

   b. Values: Power, respect, happiness, prestige, social conformity, progress, individuality, spontaneousness, getting ahead, making profit, honesty, obedience.

3. The student will cut from magazines pictures that illustrate ideas he has about himself.

4. Each student will cut out his silhouette, paste his pictures on his silhouette, trim, and create a collage of himself.

5. The teacher will construct a bulletin board using the students silhouettes.

6. Each student will fold a sheet of paper in half.

7. The student will write on one side ideas about himself that he likes and on the other side ideas about himself he doesn't like.

P. I. No. 3.1.3

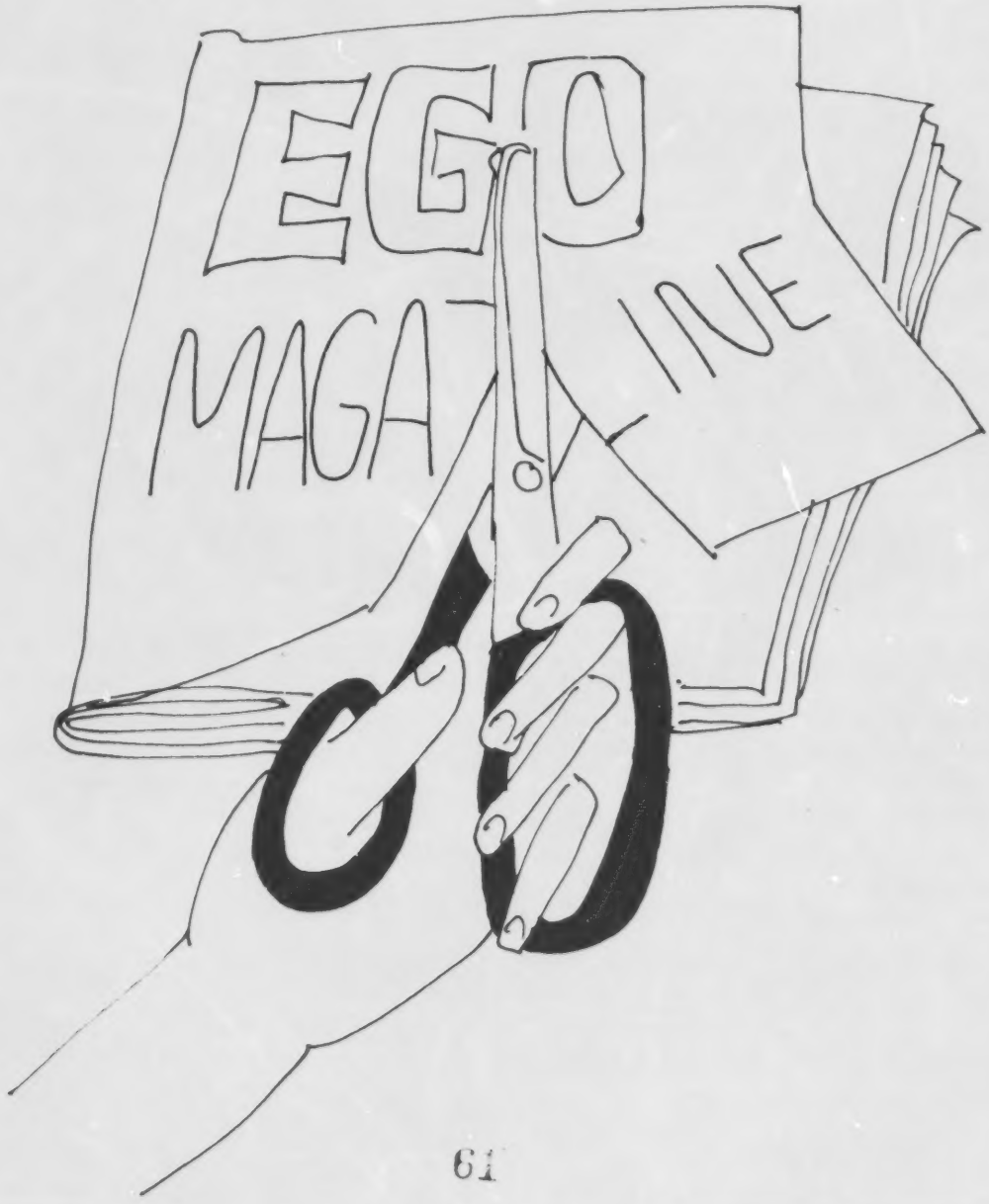
Title: "SELF" COLLAGE

Activity 2

Procedures Continued:

8. The student will, on the side of the paper listing ideas about himself that he doesn't like, label each item either cc (can change) or no (can't change). (The students may wish to share their list.)

9. The class will discuss spending more time on things they can control and being less concerned with things they can not control and how this may affect their job.



P.I. No. 3.1.3

Title: PERSONAL VALUES AND CHARACTERISTICS OF LIFE STYLES

Activity 3

Suggested Instructional Goal:

Given the opportunity to complete a "Something of Value" form and to discuss the "Characteristics of Life Styles" form, the student will be able to relate, in a classroom discussion, how values and personal characteristics may influence his career plans.

Grade Level:

7-8

Subject Matter Area:

Guidance, Social Studies, Consumer Ed.

Time:

Minimum of five 45-minute class periods

Number of Students:

Total Class

Materials:

Copies of "Something of Value" form
Class copies of J.L. Holland's "Characteristics of Life Styles" form

Procedures:

1. Each student will complete a "Something of Value Form" (See the sample).
2. The students will meet in small groups and compare their rankings, and discuss the reasons for the differences in the hierarchies.
3. The class will discuss the characteristics of J.L. Holland's life styles. (Teacher sample in the activity packet will need to be rewritten if it is to be distributed to students.)
4. The class will discuss the probable values of people represented by the characteristics of Holland's life style categories.
5. Divide the class into small groups and try to determine into which category (realistic, social, etc.) each group member belongs.
6. The small groups will attempt to determine if the probable values of the category match the values of the student placed in that category. If not, discuss the reasons why not.
7. Each student may also rank all six categories as he thinks they apply to him and then compare the probable values thus ranked with the results of his "Something of Value Form."
8. The class will then discuss how their values might influence their career plans.

Developed By: Minnesota Public Schools
Adapted By: Duane Altig

"SOMETHING OF VALUE" FORM

What really matters in life? What is important to you? What does society value? Listed below are a number of value considerations related to the world of work. Read over the value areas carefully; then see if you can rank them in order of importance to you. Remember to be honest; try to record how you actually feel, not how you think you should feel. Next, try to rank the value considerations as they might be regarded as important by the society in which we live. Don't let one ranking influence the other!

VALUES	MYSELF	SOCIETY
1. Adventure, excitement, danger	_____	_____
2. Wealth (money)	_____	_____
3. Security	_____	_____
4. Solitude (working alone)	_____	_____
5. Power, authority	_____	_____
6. Cooperation (working with others)	_____	_____
7. Independence (being your own boss)	_____	_____
8. Leadership, responsibility	_____	_____
9. Dependence (taking orders)	_____	_____
10. Knowledge and new ideas	_____	_____
11. Helping others	_____	_____
12. Fame, recognition, approval	_____	_____
13. Stability (not much change)	_____	_____
14. Change (new places, new people)	_____	_____
15. Religion	_____	_____
OTHERS		
16. _____	_____	_____
17. _____	_____	_____

CHARACTERISTICS OF HOLLAND'S LIFE STYLES

Categories	
REALISTIC	The Realistic orientation is characterized by aggressive behavior, interest in activities requiring motor coordination, skill and physical strength, and masculinity. People oriented toward this role prefer acting out problems; they avoid tasks involving interpersonal and verbal skills and seek concrete rather than abstract problem situations. They score high on traits such as concreteness, and low on social skills and sensitivity.
INTELLECTUAL	The Intellectual persons main characteristics are thinking rather than acting, organizing and understanding rather than dominating or persuading, and asociability rather than sociability. These people prefer to avoid close interpersonal contact, though the quality of their avoidance seems different from their colleagues.
SOCIAL	The Social people seem to satisfy their needs for attention in a teaching or therapeutic situation. In sharp contrast to the Intellectual problem solving or use of extensive physical skills.
CONVENTIONAL	The Conventional style is typified by a great concern for rules and regulations, great self-control, subordination of personal needs, and strong identification with power and status. This kind of person prefers structure and order and thus seeks interpersonal and work situations where structure is readily available.
ENTERPRISING	The Enterprising people are verbally skilled, but rather than use their verbal skills to support others as the Social types do, they use them for manipulating and dominating people. They are concerned about power and status, as are conventional people, but differ in that they aspire to the power and status while the Conventionals honor others for it.

ARTISTIC

The Artistic orientation manifests strong self-expression and relations with other people indirectly through their artistic expression. Such people dislike structure, rather prefer tasks emphasizing physical skills or interpersonal interactions. They are intraceptive and asocial much like Intellectuals, but differ in that they are more feminine than masculine, show relatively little self-control, and express emotion more readily than most people.

Program Goal 3. Students will identify their individuality and continue to develop a relationship with occupational roles.

COURSE GOAL	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
3.2 Recognizes that different experiences may create different work habits and attitudes	3.2.1 Given an example of attendance habits, will be able to relate the effect of absences in developing poor work habits.
	3.2.2 Given an example of school records, will be able to relate how an employer may view work habits and attitudes of a prospective employee.
	3.2.3 Given case studies of two people, one engaged in a repetitive and the other a non-repetitive job, will be able to describe how these experiences might influence work habits and attitudes.

Program Goal 3. Students will identify their individuality and continue to develop a relationship with occupational roles.

COURSE GOAL	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
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	3.2.3 Given case studies of two people, one engaged in a repetitive and the other a non-repetitive job, will be able to describe how these experiences might influence work habits and attitudes.

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.2

The student recognizes that different experiences may create different work habits and attitudes.

Suggested Performance Indicator 3.2.1

Given an example of attendance habits, the student will be able to relate the effect of absences in developing work habits.

Description of Activities

1. Butterfly Construction (4-5)
   A production activity showing how absenteeism relates to production.

2. Worker Absenteeism (4-6)
   An activity in which the student interviews three workers to better understand how absenteeism affects the workers job.

3. Effects of Absenteeism (7-8)
   A writing activity showing how absenteeism relates to the worker, job efficiency, and other community members.

P. I. No. 3.2.1

Title: BUTTERFLY CONSTRUCTION

Activity 1

Suggested Instructional Goal:

Given the opportunity to work in a simulated job production activity, the student will be able to identify and relate, through class discussion, how absenteeism in a job may hinder production.

Grade Level:

4-5

Subject Matter Area:

Art, Language Arts

Time:

Three 45 minute class periods

Number of Students:

Total Class

Materials:

Tag board
Construction Paper
Yarn
Glue
Scissors
Crayons
Rulers

Procedures:

1. Teacher will introduce Butterfly Project. (Instructions enclosed)
2. Students will be divided into 4 equal groups.
3. Group I will always have all members present.

   Group II will always have one member absent (a different one each day).

   Group III will have two members absent (2 different ones each day).

   Group IV will have three members absent (3 different ones each day).
4. Each group will be responsible for completing 10 butterflies.
5. At the end of the activity, each group can evaluate how productive it was, how work habits changed because members were absent, why some groups produced more than others.

Source: Louis Cava
Janice Olson

P.I. No. 3.2.1

Title: BUTTERFLY CONSTRUCTION

Activity 1

Suggested Instructional Goal:

Given the opportunity to work in a simulated job production activity, the student will be able to identify and relate, through class discussion, how absenteeism in a job may hinder production.

Grade Level:

4-5

Subject Matter Area:

Art, Language Arts

Time:

Three 45 minute class periods

Number of Students:

Total Class

Materials:

- Tag board
- Construction Paper
- Yarn
- Glue
- Scissors
- Crayons
- Rulers

Procedures:

1. Teacher will introduce Butterfly Project. (Instructions enclosed)
2. Students will be divided into 4 equal groups.
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Source: Louis Cava
Janice Olson

P. I. No. 3.2.1

Title: BUTTERFLY CONSTRUCTION

Activity 1

Procedures Continued:

RULES

BUTTERFLY CONSTRUCTION

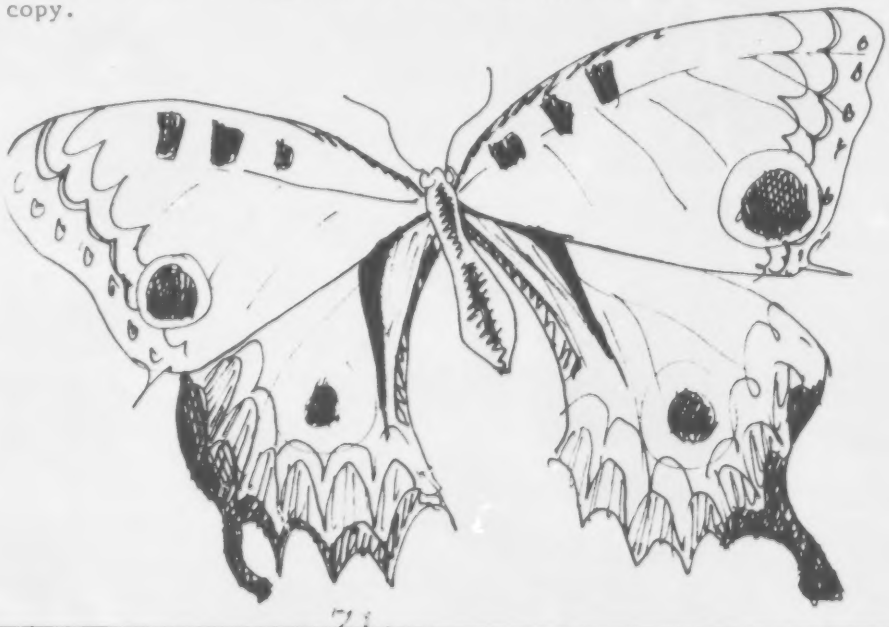
1. Each group will set up a production system that will best enable them to construct a butterfly. The group will decide on a leader to help assign tasks.

2. Every member has to have a job. Once a member has an assigned task, only he can perform that task.

Suggested Workers'Tasks

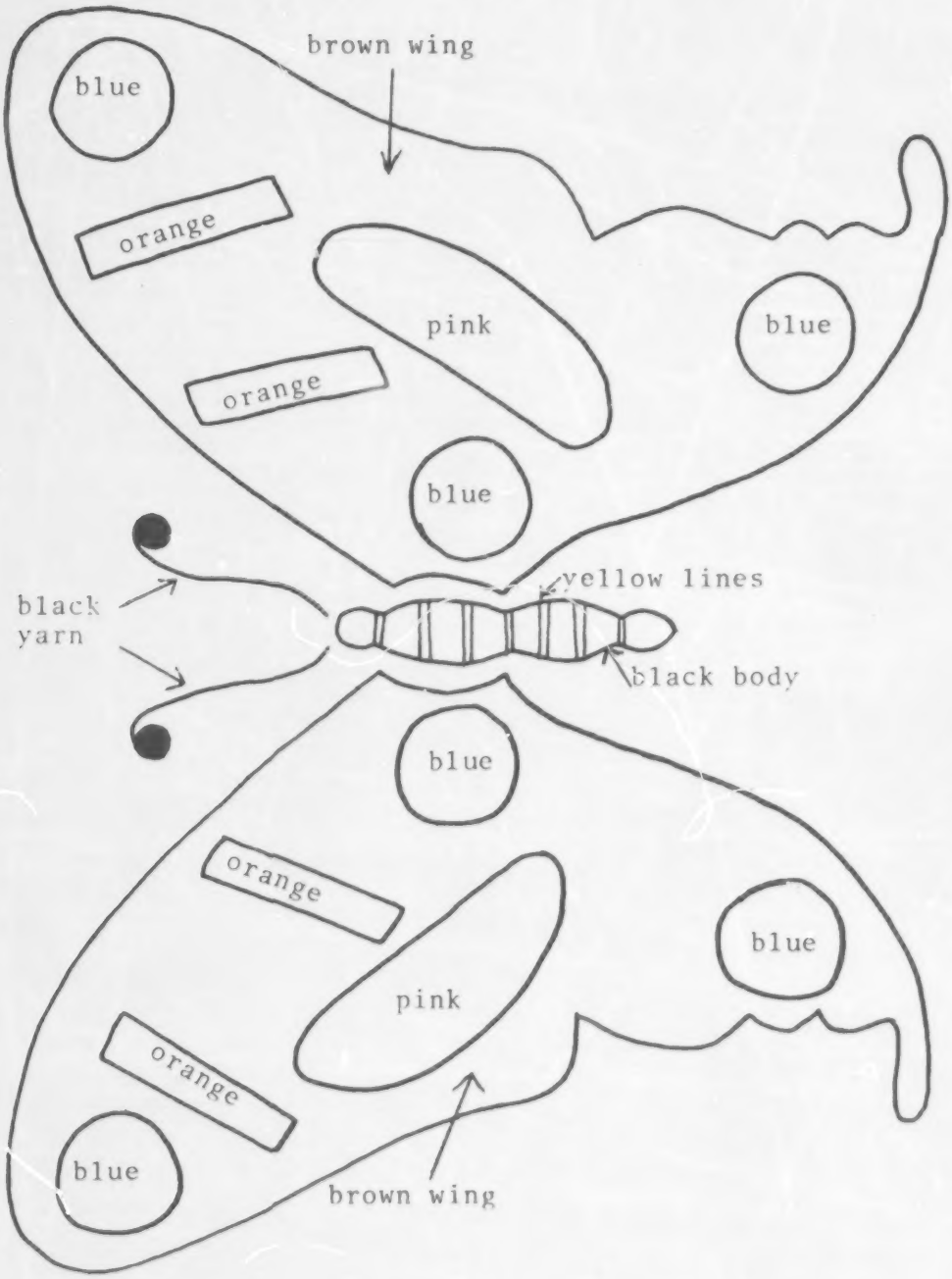
1. Production foreman
2. Tracer of parts
3. Cutter of parts
4. Designer (layout parts for gluer)
5. Gluer

NOTE: Parts can be cut out of tagboard so each group will have a master copy.



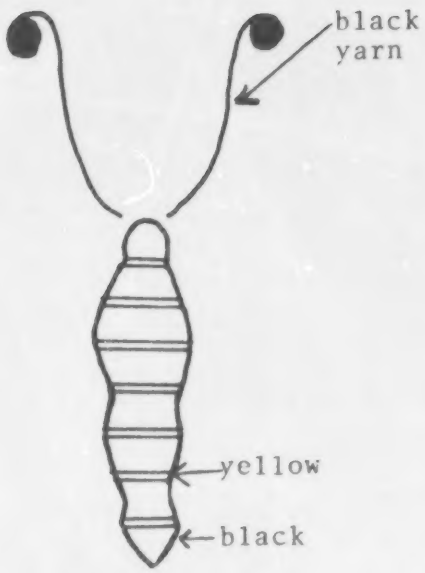
BUTTERFLY

FINISHED PRODUCT



BUTTERFLY CONSTRUCTION PARTS

BODY



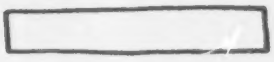
BUTTERFLY CONSTRUCTION PARTS

WING

BUTTERFLY CONSTRUCTION PARTS

3 for each wing
blue

1 for each wing
pink



2 for each wing
orange

P.I. No. 3.2.1

Title: WORKER ABSENTEEISM

Activity 2

Suggested Instructional Goal:

Having interviewed 3 workers, the student will be able to list on paper and report to the class the effect on production; sick pay benefits; how make-up work is handled; and if substitutes are used when the worker is absent.

Grade Level:

4-6

Subject Matter Area:

Language Arts

Time:

45 minute - class time discussion and outside class time for interviewing

Number of Students:

Total class or individual

Materials:

None

Procedures:

1. Students will interview 3 different workers.
2. Students ask the following interview questions:
   a. Is someone hired to take your place when you are absent? (explain)
   b. What happens to production when you are absent?
   c. What type of work has to be done when you come back? (make-up, etc.)
   d. Do you have sick leave or do you lose a day's pay?
3. Share information and discuss in class.

Source: Louis Cava
Janice Olson

P. I. No. 3.2.1

Title: EFFECTS OF ABSENTEEISM

Activity 3

Suggested Instructional Goal:

Given the opportunity to select 12 out of 15 workers, the student will be able to research and relate in writing, how absenteeism influences the worker's job efficiency, and other community members.

Grade Level:

7-8

Subject Matter Area:

Language Arts

Time:

One 45 minute class period

Number of Students:

Total class, group, individual

Materials:

Enclosed list

Procedures:

1. Students will have the suggested list of 15 workers to research in relationship to absenteeism.

2. Using the enclosed directions the students will write a short paragraph on 12 of the 15 workers.

3. Suggested follow-up activity

   a. Using the information you have gathered, select the 5 jobs from the list that would affect the community the most.

   b. Rank order the 5 jobs with 1 being the most important.

Source: Janice Olson
Louis Cava

P.I. 3.2.1 ACTIVITY #3

DIRECTIONS

What can happen if these people are absent from their jobs? Write a short paragraph telling how it relates to these three areas:

1. How does it affect the worker?
2. How does it affect job efficiency?
3. How does this affect other members of the community?

School teacher

Policeman

Soldier

Carpenter

Grocery Clerk

Gas station attendant

Housewife

Doctor

Custodian

Garbage man

Zoo keeper

Butcher

Train engineer

School bus driver

Your parents' job

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.2

The student recognizes that different experiences may create different work habits and attitudes.

Suggested Performance Indicator 3.2.2

Given an example of school records student will be able to relate how an employer may view work habits and attitudes of a prospective employee.

Description of Activities

1. Classroom City Gov't. Organization (4-6)
   A city government activity where students elect officers and apply for jobs in the classroom.

2. Interview Characteristics (6-8)
   A role playing activity which will enable the student to discover desirable and undesirable characteristics of an interview.

3. Resource Speaker Interview (7-8)
   An activity in which a local speaker is used to enable students to better understand what an employer wants from an applicant.

P. I. No. 3.2.2

Title: CLASSROOM CITY GOVERNMENT ORGANIZATION

Activity 1

Suggested Instructional Goal:

Given the opportunity to participate in a city government activity, the student will be able to, through electing officers, complete job application forms and job evaluation forms, and realize that people require certain skills and attitudes to be effective in their jobs.

Grade Level:

4-6

Subject Matter Area:

Social Studies, Language Arts

Time:

Teacher determined

Number of Students:

Total Class

Materials:

Job application
Job description form
Job evaluation form
Bulletin board and job title ideas

Procedures:

1. The students will hold a class election, electing a mayor and four commissioners (public safety, public affairs, public works, public utilities). (See suggested duties for city government).
2. The students will apply for room jobs. (See sample of Job Application)
3. The students will give their completed job application forms to the commissioner in charge of the job.
4. Each commissioner reviews the job applications under his jurisdiction and selects the student best qualified.
5. After being selected for job, student fills out job description.
6. Each commissioner fills out a worker evaluation form at conclusion of job - (usually 1-2 month).

Source: Louis Cava

P. I. No. 3.2.2

Title: CLASSROOM CITY
GOVERNMENT ORGANIZATION

Activity 1

Procedures Continued:

SUGGESTED DUTIES FOR

CITY GOVERNMENT

Mayor

Oversees class when teacher is out of the room.

Assists substitute teacher when regular teacher is absent.

Chooses a different student daily to lead the flag salute.

Is in charge of the four Commissioners.

Commissioner of Public Safety is in charge of the following room jobs:

Line leader (leads lines)

Equipment (responsible for play equipment)

Police Chief (sargeant of arms)

Fireman (pulls shades for films and is responsible for windows)

Doctor (takes care of bandaides and escorts students to the office if they are sick)

Commissioner of Public Utilities is in charge of the following room jobs:

Lights (turn lights off and on)

Water (cleans sinks)

Telephone (handles intercom system)

Post Office (collects and hands out papers for teacher)

Commissioner of Public Works is in charge of the following room jobs:

Chalkboard (erases and cleans chalkboards)

Librarian (assists with library check out and keeps classroom bookshelves in order

Lunchroom helper (helps with lunchroom) - 2 students

Museum (takes care of "Show and Tell" case)

P. I. No. 3.2.2

Title: CLASSROOM CITY
GOVERNMENT ORGANIZATION

Activity 1

Procedures Continued:

Commissioner of Public Affairs is in charge of the following room jobs:

Secretary - appointed position - (takes attendance and lunch count)

Parks & Recreation (waters and cares for plants in room)

Zoo Keeper (cares for animals in the room)

City Engineer (assists with A.V.A. materials and locates the custodian if a need arises in the classroom)

P.I. 3.2.2 ACTIVITY #1 (b)

JOB APPLICATION FORM

Date _____

Name _____ Age _____
Last First Middle

Address _____ Phone _____

Date of birth _____
Month Day Year

Place of birth _____

Job applying for _____

Check the skills and attitudes that you have which make you qualified for this job:

1. Dependable		1. Good in arithmetic	
2. Prompt		2. Good in Spelling	
3. Friendly		3. Good in Writing	
4. Cooperative		4. Neat	
5. Hard Worker			
6. Get along with others			

Tell in a short summary why you would be the best person for this job.

_____

_____

_____

_____

_____

Signature _____

P.I. 3.2.2

ACTIVITY #1 (c)

JOB DESCRIPTION FORM

Job Title: _____

Tools and skills needed for the job: _____

_____

_____

_____

_____

Job Responsibilities: _____

_____

_____

_____

_____

_____

_____

_____

Signature _____

P.I. 3.2.2 ACTIVITY #1 (d)

JOB EVALUATION FORM

Name of worker _____

Job held _____

Please circle, on a scale of 1 to 5, the workers performance in the following areas:

	Poor				Good
Dependable	1	2	3	4	5
Prompt	1	2	3	4	5
Quality of work	1	2	3	4	5
Ability to work with others	1	2	3	4	5
Attitude	1	2	3	4	5

Supervisor _____

Title _____

P.I. 3.2.2

(SAMPLE)

ACTIVITY #1 (e)

CITY GOVERNMENT

BULLETIN BOARD

MAYOR

P

Comm. of Public Safety

P

Comm. of Public Utilities

P

Comm. of Public Works

P

Comm. of Public Affairs

P

Line Leaders

P P

(Boy & Girl)

Equipment

P

Police Chief

P

Fire-man

P

Doctor

P

Lights

P

Water

P

Tele-Phone

P

Post Office

P P

Chalkboard

P P

Librarian

P

Lunchroom Helpers (2)

P P

Museum

P

Secre-tary

P

Parks & Recreation

P

Zoo Keeper

P

City Engineer

P

P. I. No. 3.2.2

Title: INTERVIEW CHARACTERISTICS

Activity 2

Suggested Instructional Goal:

Given an opportunity to identify desirable and undesirable characteristics of an interview, the student will be able to role play identified desirable and undesirable interview techniques.

Grade Level:	Subject Matter Area:	Time:
6-8	Language Arts	Two 45-minute periods

Number of Students:	Materials:
Total Class	None

Procedures:

1. The students will divide up into pairs.
2. Each pair will create a role playing situation, one student assuming the role of the interviewer and one student assuming the role of the applicant.
3. Each pair will present their interviews to the class.
4. The class will discuss the desirable and undesirable characteristics of an interview. A list of the characteristics will be placed on the chalkboard. (Examples: Chewing gum, eye contact, concise answers, body posture, etc.)
5. Role playing interviews then can be developed demonstrating desirable and undesirable characteristics of an interview.

Source: Louis Cava
Janice Olson

P. I. No. 3.2.2

Title: RESOURCE SPEAKER INTERVIEW

Activity 3

Suggested Instructional Goal:

Given the opportunity to listen to and ask questions of a resource speaker, the student will be able to identify the information employers look for from job applicants.

Grade Level:

7-8

Subject Matter Area:

Language Arts

Time:

One 45 minute class period

Number of Students:

Total Class

Materials:

Resource speaker
Suggested employment interview questions
(See sample form)

Procedures:

1. The teacher will contact a place of business and secure the services of a personnel director to be a class speaker.

2. The speaker will tell students what he is looking for in an applicant.

3. An interview be set up in the classroom between the personnel director and a student so students can see the manner in which an interview is conducted.

4. If time allows, several such speakers may be used from different types of businesses; e.g., plywood plant, department store and grocery store.

5. The teacher may use enclosed list of, "question most frequently asked in interviews," to further class discussion.

Source: Janice Olson
Louis Cava

P. I. No. 3.2.2

Title: RESOURCE SPEAKER INTERVIEW

Activity 3

Procedures Continued:

QUESTIONS FREQUENTLY ASKED

DURING THE EMPLOYMENT INTERVIEW

(As Reported by 92 Companies Surveyed by Frank S. Endicott, of Placement, Northwestern University)

1. What are your future vocational plans?
2. In what school activities have you participated?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our Company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What course did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. What percentage of your college expenses did you earn?
10. How did you spend your vacation while in school?
11. What do you know about our company?
12. Do you feel that you have received a good general training?
13. What qualifications do you have that make you feel that you will be successful in your field?
14. What extracurricular offices have you held?
15. What are your ideas on salary?
16. How do you feel about your family?
17. How interested are you in sports?
18. If you were starting college all over again, what would you take?
19. Can you forget your education and start from scratch?
20. Do you prefer any specific geographic location? Why?
21. Would your social activities prevent you from working overtime?

P. I. No. 3.2.2

Title: RESOURCE SPEAKER INTERVIEW

Activity 3

Procedures Continued:

22. How much money do you hope to earn at age 30? 35?

23. Why did you decide to go to this particular school?

24. How did you rank in your graduating class in high school? Where will you probably rank in college?

25. Do you think that your extracurricular activities were worth the time you devoted to them? Why?

26. What do you think determines a person's progress in a good company?

27. What personal characteristics are necessary for success in your chosen field?

28. Why do you think you would like this particular type of job?

29. What is your father's occupation?

30. Tell me about your home life during the time you were growing up.

31. Are you looking for a permanent or temporary job?

32. Do you prefer working for others or by yourself?

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.2

The student will recognize that different experiences may create different work habits and attitudes.

Suggested Performance Indicator 3.2.3

Given case studies of two people, one engaged in a repetitive and the other a non-repetitive job, the student will be able to describe how these experiences might influence work habits and attitudes.

Description of Activity

1. Assembly Line Production (4-6)
   An assembly line activity involving entire class in constructing tray favors, stressing repetition in a job and how it influences work habits and attitudes.

2. Calendar Assembly Line (4-6)
   An assembly line project that involves repetitive and non-repetitive work roles in constructing a calendar.

3. Discussing Repetitive and Non-Repetitive Jobs (7-8)
   An activity where students divide into groups and explore repetitive and non-repetitive aspects of jobs and relate their findings to workers's attitudes and work habits.

P. I. No. 3.2.3

Title: HOLIDAY ASSEMBLY LINE PRODUCTION

Activity 1

Suggested Instructional Goal:

Having participated in an assembly line production activity, the student will be able to, through actual involvement in various stages of production, report orally or in written form, how repetitious and boring certain assembly line productions can be.

Grade Level:

4-6

Subject Matter Area:

Art, Language Arts

Time:

Two or three 45 minute class periods

Number of Students:

Total class

Materials:

Construction paper
Punch
Glue
Scissors
Felt tip pens

Procedures:

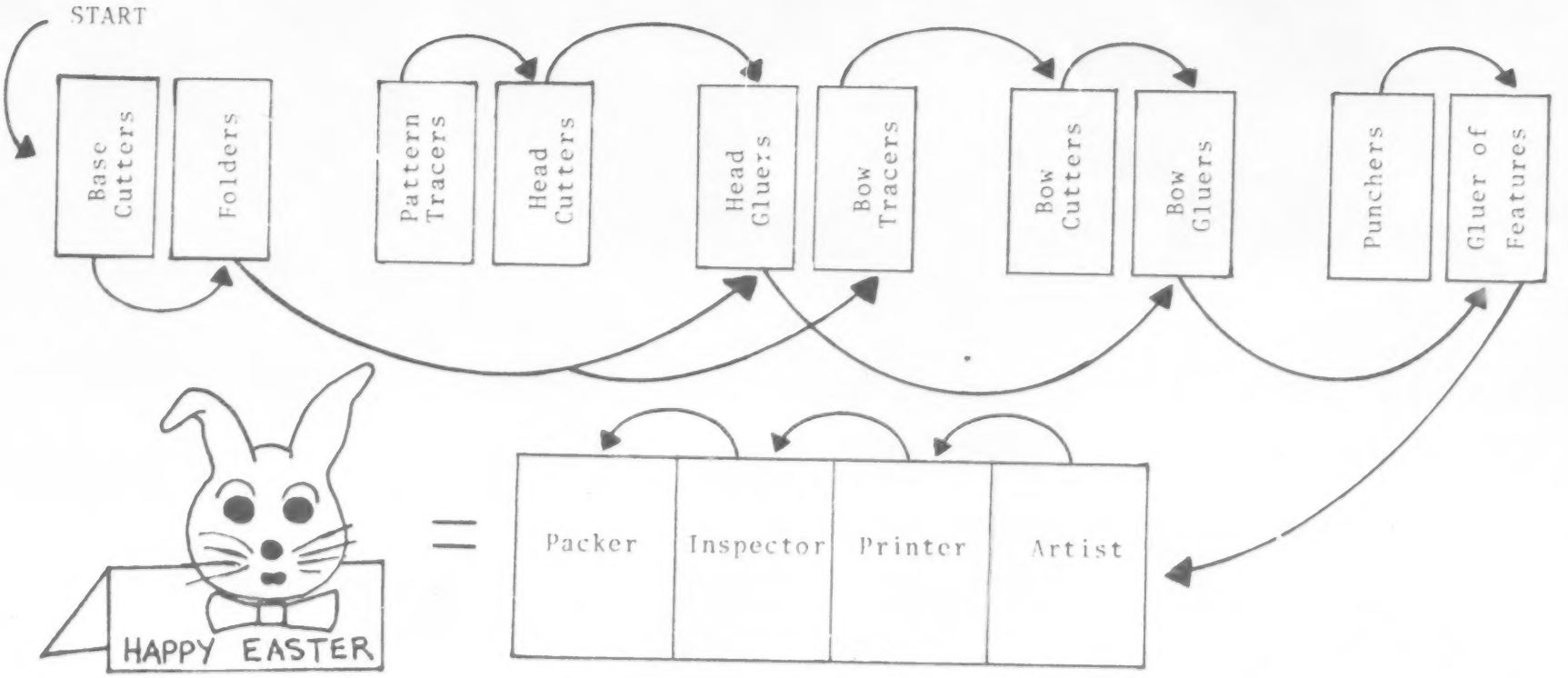
1. The students will arrange desks in a line (see sample) for assembly line production.
2. The teacher will explain to the students that Easter favors will be made and that each student will be responsible for one thing on each favor.
3. The teacher will explain to the students that materials will start at one end and be finished favors at the other end.
4. The teacher will appoint students to jobs since choice is sometimes not given workers in factories. (Students could apply for the jobs if the teacher wanted them to.)
5. The teacher will appoint students to the following jobs: (See job list inside).
6. After task is finished, the students can share their feelings about their task.
7. The Easter rabbit is just a suggested tray favor; any idea can be used, such as a Santa, pumpkin, valentine, etc.

Source: Louis Cava
John Young
Janice Olson

ACTIVITY #1

P.I. 3.2.3

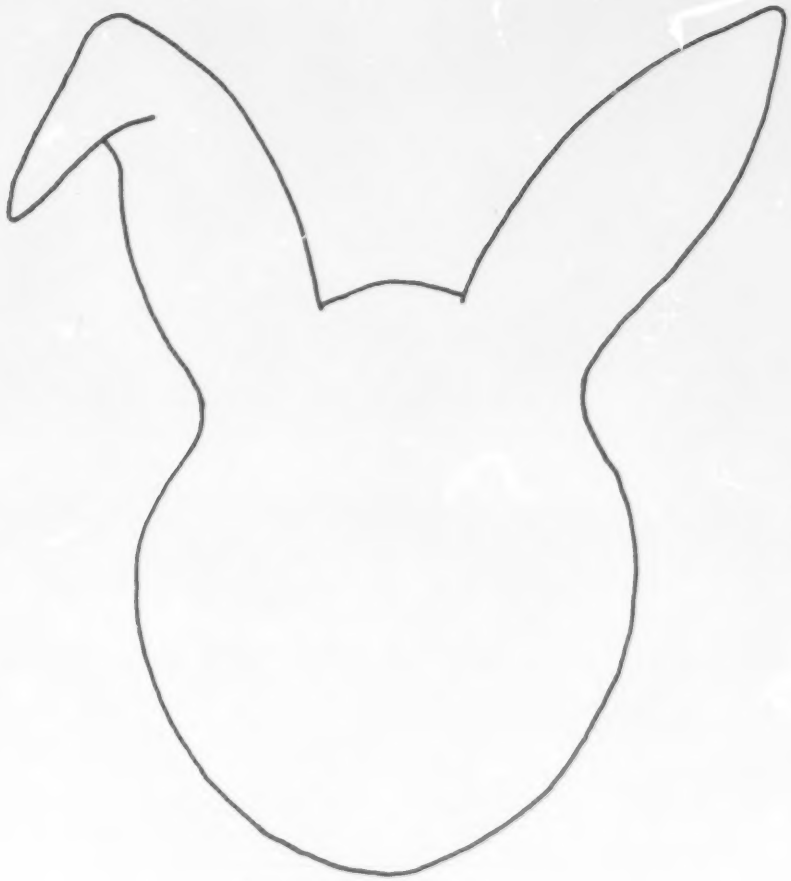
Sit at correct desk -- Arrows show how to pass material from one place to another.



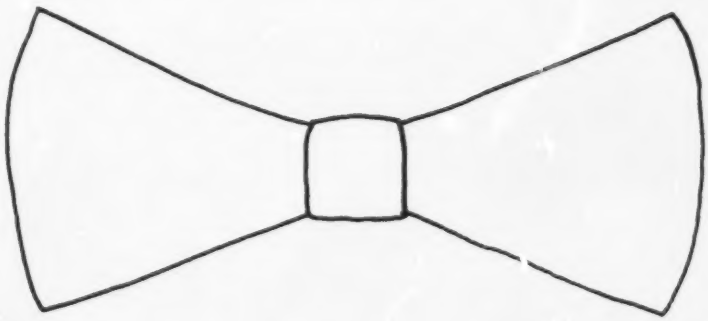
Long Reading Table

FINISH

RABBIT PAITERN



BOW TIE PATTERN



ASSEMBLEY LINE JOBS

1.	Base cutter	- Makes 6" x 6" squares of construction paper in various colors
2.	Folder	- Folds each squaqe in half
3.	Pattern tracer	- Traces outline of rabbit's head on pink construction paper
4.	Head cutter	- Cuts out rabbit's head
5.	Head gluer	- Glues rabbit's head to folded pastel squares
6.	Pattern tracer	- Traces bow tie (two at a time from folded construction paper)
7.	Bow cutter	- Cuts out bow tie (two at a time from folded construction paper)
8.	Bow gluer	- Glues bow tie under rabbit's head
9.	Puncher	- Punches black circles from construction paper for eyes, nose, and mouth
10.	Gluer of features	- Glues eyes, nose, and mouth on rabbit's face
11.	Artist	- Draws eyebrows and whiskers on rabbit's face and outlines knot on bow tie with black felt-tip pen
12.	Printer	- Prints or writes "Happy Easter" on each favor
13.	Inspector	- Checks to make sure the favors are complete and correct
14.	Packer	- Packages the finished favors

P. I. No. 3.2.3

Title: CALENDAR ASSEMBLY LINE

Activity 2

Suggested Instructional Goal:

After having participated at different stations in an assembly line project, the student will be able to report, in a class discussion, the difference in a repetitive and non-repetitive job.

Grade Level:

4-6

Subject Matter Area:

Art

Time:

Approximately three 45 minute class periods

Number of Students:

Total Class

Materials:

Felt tip pen
Description of stations

Procedures:

1. Room should be arranged to accommodate five work stations, with each station numbered.

2. The teacher will divide the class into five groups to work at the stations. (A 9-month calendar will be constructed.)

3. Description of station activities:

   Station I - Students take dittoed sheets and go over the lines with felt tip pens.

   Station II - Students put on days of the week. Each student in the station is responsible for a certain day only. For example, a student writing "MON" would write this down 270 times. (9 months x 30 students in the class.)

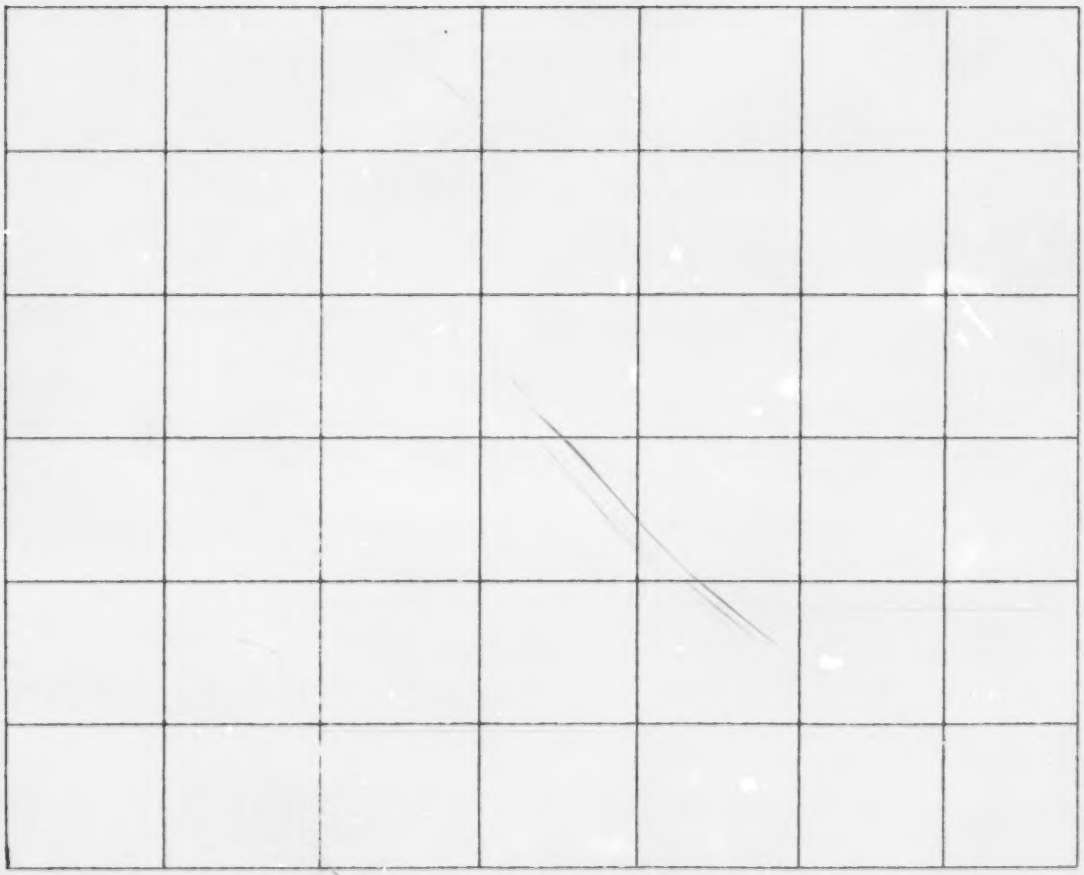
   Station III - Students write name of month on each calendar. Each student is responsible for one month only.

   Station IV - Students write down numerals on calendars in correct place. (Students refer to the month they are working on.)

   Station V - Students construct picture appropriate to the month e.g., Christmas tree for December; turkey for November, etc.

Source: Louis Cava
Janice Olson

ACTIVITY FOR STATION 1



ACTIVITY FOR STATION 2

MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.

P.I. 3.2.3

ACTIVITY #2 (c)

ACTIVITY FOR STATION 3

DECEMBER

MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.

P.I. 3.2.3

ACTIVITY #2 (d)

ACTIVITY FOR STATION 4

DECEMBER

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

P.I. 3.2.3

ACTIVITY #2 (e)

ACTIVITY FOR STATION 5

(COMPLETE)

DECEMBER

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

P. I. No. 3.2.3

Title: DISCUSSING REPETITIVE AND NONREPETITIVE JOBS

Activity 3

Suggested Instructional Goal:

After working in groups and listing repetitive and nonrepetitive jobs, the student will be able to write on paper and respond orally about the advantages and disadvantages of how these working conditions influence their work habits and attitudes.

Grade Level:

7-8

Subject Matter Area:

Language Arts

Time:

One or two 45 minute class period

Number of Students:

Total class

Materials:

None

Procedures:

1. The teacher will divide the class into groups (approximately five in a group).
2. Each group will list 5 repetitive jobs and 5 non-repetitive jobs.
3. Each group will list the reasons why they selected each job.
4. Each group will share and discuss their findings with the class.
5. The teacher will have each student respond in writing to a list of questions related to repetitive and non-repetitive jobs. (See the sample list of questions)

Source: Louis Cava
Janice Olson

SAMPLE QUESTIONS

List:

1. How could you make your repetitive job more creative?
2. What would be the advantages and disadvantages of making it more creative?
3. List some tasks that are repetitive in non-repetitive jobs.
4. How do the repetitive and non-repetitive aspects of your job influence your work habits and attitudes?

Program Goal 3. Students will identify their individuality and continue to develop a relationship with occupational roles.

COURSE GOAL	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
3.3 Will be able to evaluate strengths, weaknesses and values as they apply to present occupational interests.	3.3.1 Given a list of jobs, will be able to identify those which are appropriate to their present level of training and experience.
	3.3.2 Given an opportunity to choose jobs of interest to them, will be able to do the skills required of each job and relate their own strengths and weaknesses to the skill levels required of each job.
	3.3.3 After completion of a self-assessment or inventory, will be able to evaluate their qualities as they relate to the career area of their choice.

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.3

The student will be able to evaluate strengths, weaknesses and values as they apply to present occupational interests.

Suggested Performance Indicator 3.3.1

Given a list of jobs, the student will be able to identify those which are appropriate to his present level of training and experience.

Description of Activity

1. Job Skills and School Subjects (4-6)
   An art activity in which students construct a bulletin board showing job skills that relate to school subjects.

2. Ranking Jobs (6-8)
   A writing activity where students choose and rank 5 jobs they like and 5 jobs they dislike, and evaluate the skills necessary for these jobs. The results are shared and discussed with a small group.

3. Matching School Subjects with Jobs (6-8)
   An activity where students list the skills needed in a particular job and their present level of skill development.

P. I. No. 3.3.1

Title: JOB SKILLS AND SCHOOL SUBJECTS

Activity 1

Suggested Instructional Goal:

Having participated in small group activity identifying job skills fitting a particular school subject area, the student will be able to participate in a class discussion explaining the relationship between school subject areas and job skills.

Grade Level:

4-6

Subject Matter Area:

All

Time:

Two or three 45 minute class periods

Number of Students:

Total Class

Materials:

Drawing paper or magazines

Procedures:

1. The teacher divides the class into small groups for beginning bulletin board activity. (3 or 4 in a group.)
2. Each group selects one school subject area such as arithmetic, language arts, etc.
3. Each group cuts from magazines or draws pictures of job skills that relate to the school subject area they selected.
4. The bulletin board is sectioned off into school subject areas.
5. Each group will display their job skills in the proper school subject area. (See sample bulletin board for heading and picture ideas.)
6. The class will discuss the relationship of school subject areas and displayed job skills.

Source: Louis Cava
Janice Olson
John Young

(SAMPLE)

BULLETIN BOARD HEADING

AND

PICTURE IDEAS

ARITHMETIC	LANGUAGE ARTS	SCIENCE
Picture of Doctor taking pulse	Boss giving instructions to worker	Game Warden
Housewife baking a cake	Secretary typing a letter	Farmer growing crops

Students can either draw pictures or cut pictures from magazines.

P. I. No. 3.3.1

Title: RANKING JOBS

Activity 2

Suggested Instructional Goal:

Given the opportunity to choose and rank 5 jobs the student likes and 5 jobs he dislikes, the student will be able to evaluate, through writing and oral discussion, how his present skills and interests fit his selected choices.

Grade Level:

6-8

Subject Matter Area:

Guidance, Language Arts

Time:

Two 45 minute class periods

Number of Students:

Total class or individual

Materials:

List of 20 or 30 jobs to put on board.

Procedures:

1. The teacher puts 30 - 40 job titles on board. (See sample list)
2. The students pick 5 jobs from the list they would like to do.
3. The student will rank order his 5 job selections with number 1 being his first choice.
4. On paper, the student writes reasons why he would like those jobs.
5. The student evaluates himself in relation to his 5 choices to see how his present skills and interests fit the selected jobs.
6. The student will repeat the process by choosing and ranking the 5 jobs he would dislike the most and tells why.
7. The teacher divides the class into small groups and the students share their job choices.

Source: Louis Cava
Janice Olson
John Young

SUGGESTED LIST OF JOBS

1. Dentist
2. Veterinarian
3. Weather observer
4. Airplane pilot
5. Welder
6. Factory worker
7. Plumber
8. House painter
9. Printer (Newspaper & Commercial)
10. Bricklayer
11. Automobile mechanic
12. Banker
13. Secretary
14. File clerk
15. Dancer
16. Auctioneer
17. Bookkeeper
18. Typist
19. Architect
20. Athlete
21. Hair stylist
22. Model
23. Librarian
24. Editor
25. Judge
26. School principal
27. Lawyer
28. Maid
29. Teacher
30. Waiter
31. Author
32. Police officer
33. Nurse
34. Counselor
35. Barber
36. Airline flight attendent
37. Guard
38. Cook
39. Playwright
40. Real estate agent

P.I. No. 3.3.1

Title: MATCHING SCHOOL SUBJECTS WITH JOBS

Activity 3

Suggested Instructional Goal:

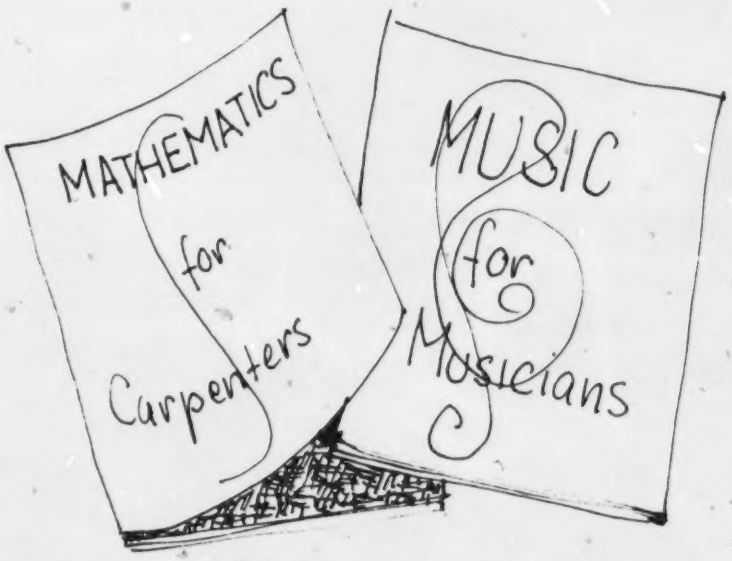
After listing 5 jobs of his choice, the student will be able to indicate, through writing, how his school subject skills contribute to those jobs and then, through writing, indicate his present level of skill development in the 5 jobs he has selected.

Grade Level:	**Subject Matter Area:**	**Time:**
6-8	All	One 45 minute class period

Number of Students:	**Materials:**
Total Class, individual	None

Procedures:

1. The students will choose 5 jobs of their choice.
2. The students will list their class subjects under each job title and indicate the general skills each subject contributes to the job.
3. The student will indicate his present level of skill development. (See sample enclosed.)
4. Discussion may follow to share ideas.



Source: Louis Cava
Janice Olson
John Young

(SAMPLE)

JOB SKILL SHEET

Job: Carpenter

School Subject	Level of Skill Required For This Job	Level of skill I have at this time (To Match Required Skills)
1. Arithmetic (Math)	A. Measure to 1/16"	A. I can measure to 1/8" only
	B. Figure board feet	B. I cannot figure board feet
2. Reading	A.	A.
	B.	B.
	Continue until all the students' subjects have been used.	

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.3

The student will be able to evaluate strengths, weaknesses and values as they apply to present occupational interests.

Suggested Performance Indicator 3.3.2

Given an opportunity to choose jobs of interest to them, the student will be able to do the skills required of each job and relate their own strengths and weaknesses to the skill levels required of each job.

Description of Activity

1. Identifying Current Job Skills (4-8)
   In this activity students will select a job and collect pictures showing the necessary skills for that job, and will share with the class his present level of development in those skills.

2. Skill Demonstration (4-8)
   An activity in which a student selects a job and is challenged by other classmates to DEMONSTRATE the use of a tool connected with that job.

3. Occupational Research and Challenge Activity (6-8)
   This is an activity in which students RESEARCH a certain job for the necessary tools and skills and are challenged by others to see who can find out the most valid information.

P. I. No. 3.3.2

Title: IDENTIFYING CURRENT JOB SKILLS

Activity 1

Suggested Instructional Goal:

Given the opportunity to research and collect pictures on one job, the student will be able to verbally report to the class the skills necessary and his present skill development for the chosen job.

Grade Level:

4-8

Subject Matter Area:

Language Arts, Art

Time: 2 or 3 45 minute class periods depending upon follow-up activities.

Number of Students:

Total class or individual

Materials:

Magazines, scissors, glue

Procedures:

1. Each student will select a job of their choice.

2. Each student will collect all the pictures he can, showing the skills used on this job.

3. Each student will show his pictures to the class and explain the skill used, telling his level of this skill development. E.g., the student may select a fire fighter for his job and show the picture of the fire fighter climbing a ladder. He then can point out that he helped his father paint the house and got to be good at climbing ladders. The next picture might illustrate a fire fighter driving a fire truck and the student will respond that he doesn't have that skill because he isn't old enough to drive.

4. Suggested follow up activities

   a. Using a student to collect data on a job for one week. (Job of the week theme)

   b. Bulletin Boards - could be an on-going activity.

   c. Resource persons could come in and discuss the necessary skills and how they are obtained. For example, bring in a fire fighter when the fire fighter's job is being discussed.

Source: Committee

P. I. No. 3.3.2

Title: SKILL DEMONSTRATION

Activity 2

Suggested Instructional Goal:

Given the opportunity to choose a job and identify the tools necessary for that job, the student will be able to demonstrate, through actual use of the tools, his present skill development for the chosen job.

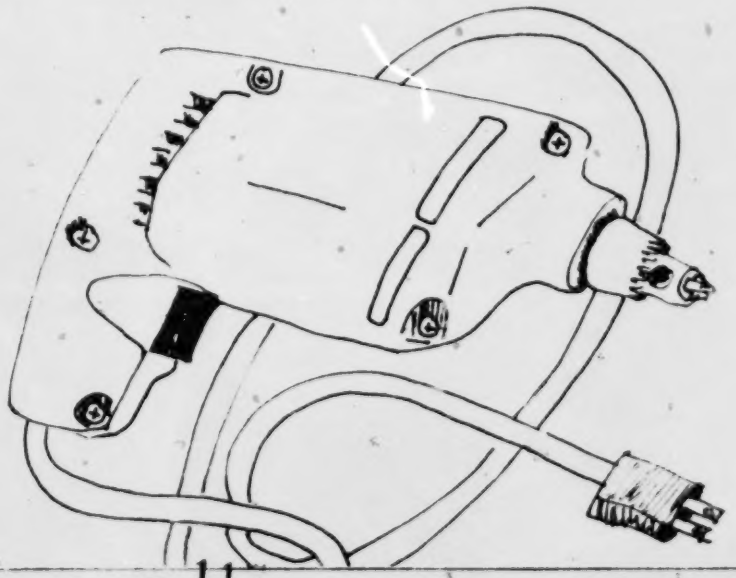
Grade Level:	Subject Matter Area:	Time:
4-8	P.E., Industrial Education	Approx. 10 45 mirute class periods

Number of Students:	Materials:
Total Class	Tools students bring in

Procedures:

1. Each student will choose a job that he has an interest in.
2. Other class members will think of tools that are used on that job and those who can, will bring the tools to school.
3. The class will challenge the student to see if he has the skills necessary to use the tools; e.g., if a student chose CARPENTER for his job someone could bring in a drill, bit, and block of wood. He would then challenge the student to see if he could use the drill properly.
4. Teacher can help the class devise a competitive scoring game related to steps 1-3 (points given the challengers who "stump" the students).

Source: Committee



P. I. No. 3.3.2

Title: OCCUPATIONAL RESEARCH AND CHALLENGE ACTIVITY

Activity 3

Suggested Instructional Goal:

Given an opportunity to complete the necessary research for skills and tools for a job of his choice, the student will be able to (when challenged by another student) list on paper the required skills and tools for the job of his choice.

Grade Level:

6-8

Subject Matter Area:

Language Arts

Time:

One to two 45 minute periods. (may vary)

Number of Students:

Total class or small group

Materials:

Variety of books, magazines, and personal interviews

Procedures:

1. Each student will select a job of their choice and research the job to identify the necessary skills and tools used in the job.

2. The teacher will list all the jobs on the blackboard, etc.

3. Each student will select another student's job and challenge the student to identify the skills and tools for the job. (The challenger will also be required to research the skill and tool requirements of the job he has challenged).

   Example: John selects the job of Truck Driving and researches the job for required skills and tools). Bill (who has selected the job of a plumber) challenges John to identify the skills and tools required of the job of driving truck (John then challenges Bill).

Source: Committee

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.2

The student will be able to evaluate strengths, weaknesses and values as they apply to present occupational interest.

Suggested Performance Indicator 3.3.3

After completion of a self-assessment or inventory, the student will be able to evaluate his qualities as they relate to the career area of his choice.

Description of Activity

1. Could This Be You? (4-6)
   An activity in which students trace their body outlines, dress it with the clothes of the occupations and attach the qualities necessary for that job.

2. Occupational Mobile (4-6)
   An activity in which students construct a mobile showing a chosen job and the qualities and skills necessary for success in that job.

3. Creative Writing Activities (4-8)
   Haiku and Cinquain writing activity identifying the students' qualities and occupational characteristics and skills.

P. I. No. 3.3.3

Title: COULD THIS BE YOU?

Activity 1

Suggested Instructional Goal:

Given the opportunity to select a job and list the desirable qualities necessary for that job, the student will be able to relate; through class discussion, what happens if a person does not have the necessary qualities for that suggested job.

Grade Level:

4-6

Subject Matter Area:

Art, Language Arts

Time:

Approximately three 45 minute class periods

Number of Students:

Total Class or individual

Materials:

Butcher paper
Crayons
Fabric scraps
Slips of paper

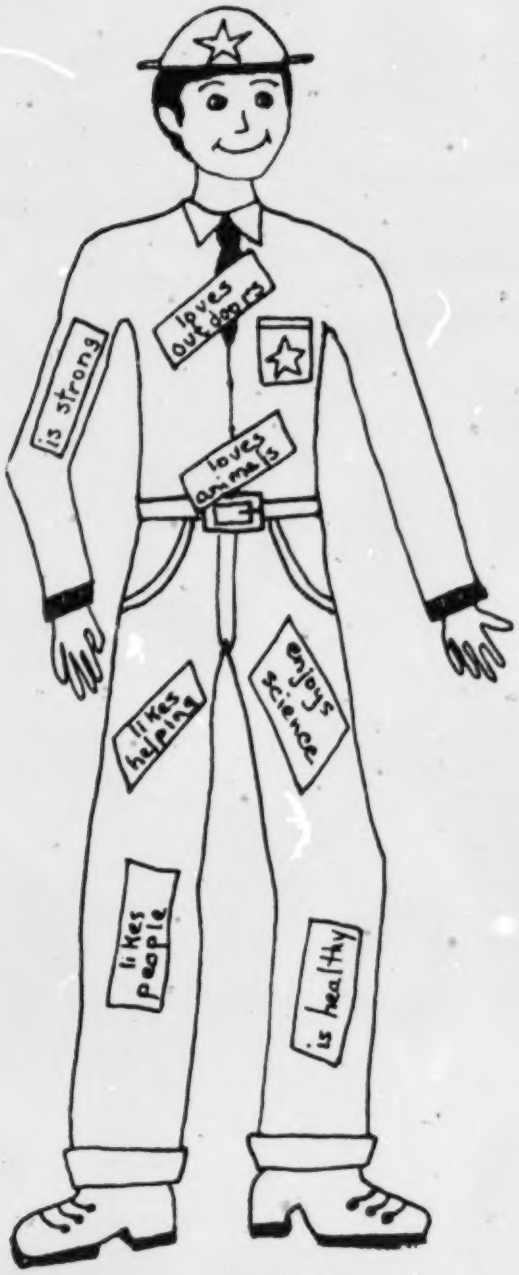
Procedures:

1. The teacher will place the title "Could This Be You?" on a bulletin board.
2. The teacher and students will define the terms "qualities".
3. In pairs, each student draws their body outline on a piece of butcher paper. This could be done by the student lying on the paper and his partner drawing the outline with black crayon.
4. The student dresses his own outline in the clothes of an occupation he chooses. (This can be done with crayons, butcher paper or scraps of fabric.)
5. When all body outlines are finished, they are hung up around the room.
6. The student identifies the qualities necessary for their chosen occupation and writes these qualities on slips of paper to be attached to their outline.
7. The student underlines in RED CRAYON the qualities he feels he possesses.
8. The class discusses what would happen if a person did not have the necessary qualities for that job. (e.g., what would happen to you as a worker; to you as a family; to co-workers if you did not possess the qualities on that job?)

Source: Louis Cava
John Young
Janice Olson

"COULD THIS BE YOU?"

This is why Louis is happy as a Game Warden



P. I. No. 3.3.3

Title: COULD THIS BE YOU?

Activity 1

Procedures Continued:

SUGGESTED FOLLOW-UP ACTIVITIES

1. Students' outlines can be displayed in the room by grouping them according to those jobs that have similar qualities, by data, people, or by putting them into clusters.

2. The tools used by the job can be attached around the outline.

P. I. No. 3.3.3

Title: OCCUPATIONAL MOBILE

Activity 2

Suggested Instructional Goal:

After having constructed a mobile of skills and qualities needed for an occupation of his choice, the student will be able to compare, in writing, the skills and qualities he now possesses with those needed for success in that occupation.

Grade Level:

4-6

Subject Matter Area:

Art, Language Arts

Time:

One or two 45 minute class periods

Number of Students:

Total class or individual

Materials:

String
Wood dowels or sticks
Contruction paper

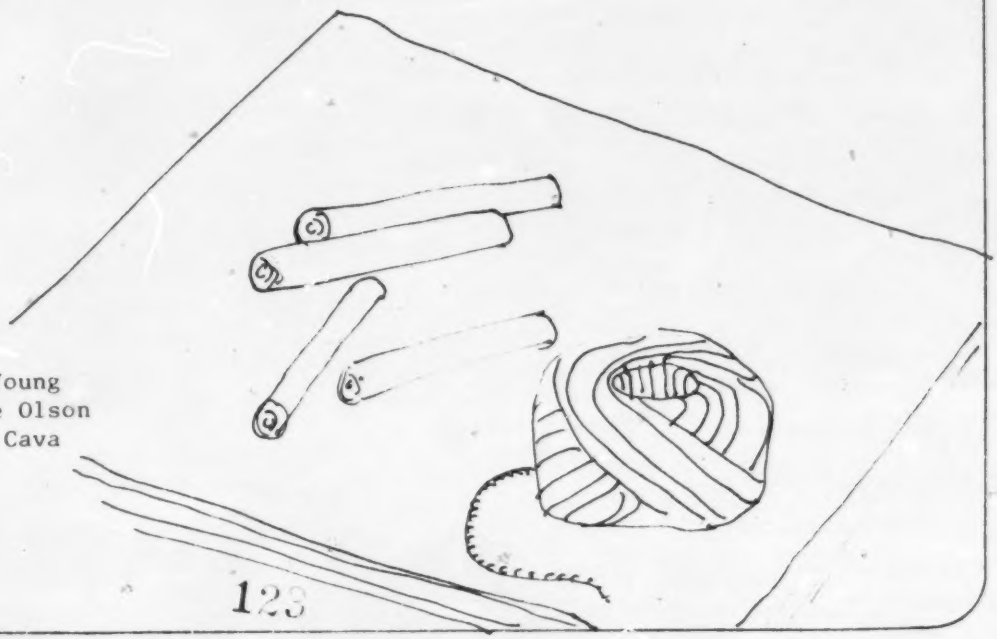
Procedures:

1. Each student will construct a mobile.

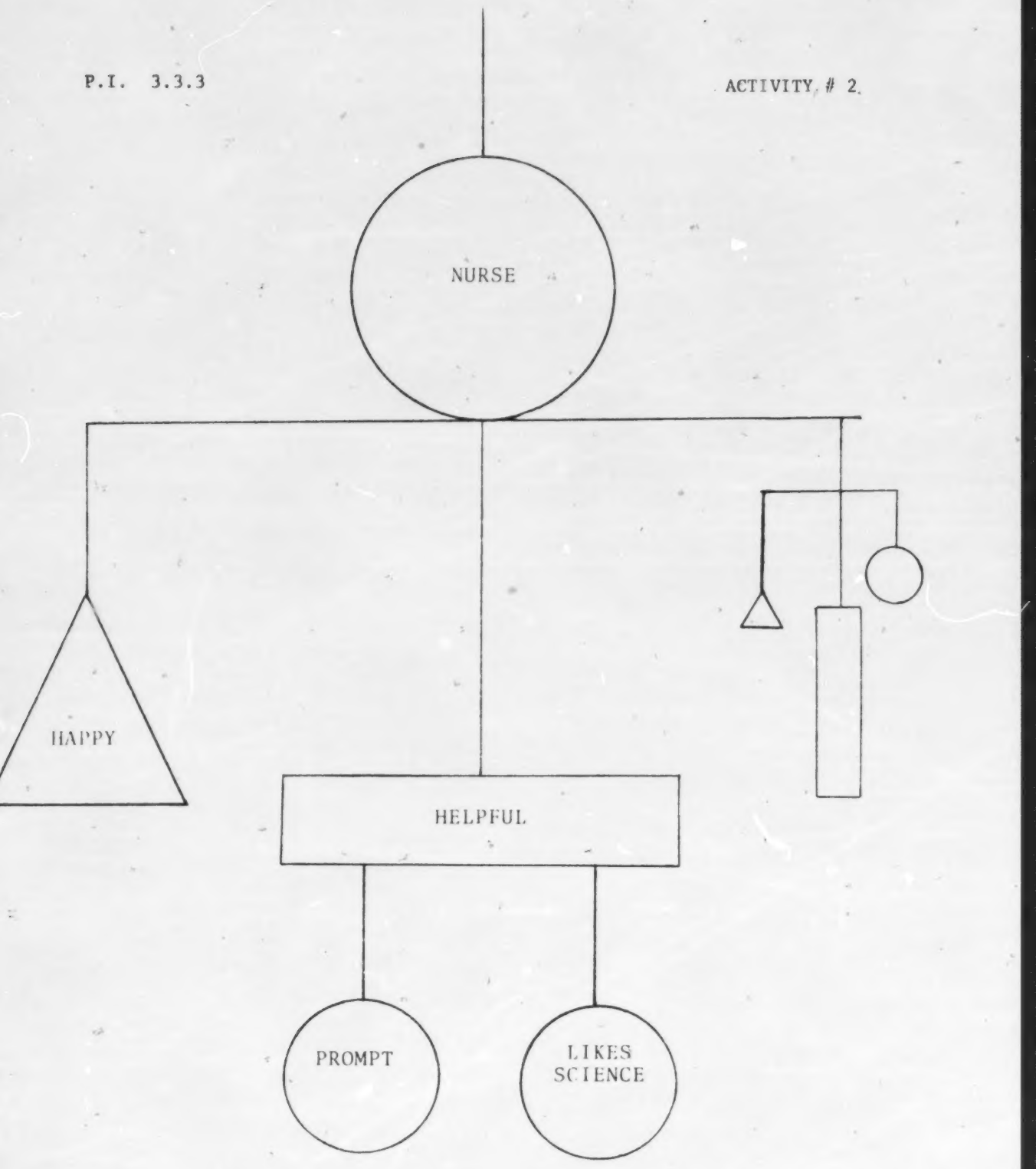
   A. The main branch of the mobile is an occupation of the student's choice.

   B. The parts of the mobile will be the qualities and skills necessary for the student's chosen occupation.

2. Each student will compare, in writing, those skills and qualities he now possesses with those needed for that occupation.



Source: John Young
Janice Olson
Louis Cava


NURSE
HAPPY
HELPFUL
PROMPT
LIKES SCIENCE

P. I. No. 3.3.3

Title: CREATIVE WRITING ACTIVITIES

Activity 3

Suggested Instructional Goal:

Given the opportunity to write a Haiku and a Cinquain, the student will be able to identify his qualities and the characteristics of an occupation of his choice.

Grade Level:	Subject Matter Area:	Time:
4-8	Language Arts	One 45 minute class period

Number of Students:	Materials:
Individual or Total Class	Writing materials

Procedures:

1. Each student will develop two Haiku creative writing exercises (see examples enclosed).

2. A. The topic for the first Haiku will be the qualities the student posses (see enclosed sample).

   B. The topic for the second Haiku will identify an occupation and its characteristics and skills (see examples).

2. The teacher will display or read the Haiku to the class.

3. The class will try to identify the occupation and the student from the Haiku writings.

4. Each student may also write a Cinquain describing another student (see sample enclosed).

Source: Louis Cava
Janice Olson
John Young

(SAMPLE)

HAIKU (STUDENT QUALITIES)

1. Loves to read fiction;
2. Always on time and happy;
3. Dependable too!

Haiku Format

1st line = 5 syllables

2nd line = 7 syllables

3rd line = 5 syllables

P.I. 3.3.3 ACTIVITY #3 (b)

(SAMPLE)

HAIKU (OCCUPATION)

1 2 3 4 5
1. Friendly, happy, prompt

1 2 3 4 5 6 7
2. Loves science and helping you

1 2 3 4 5
3. She dresses in white

Haiku Format

1st line = 5 syllables

2nd line = 7 syllables

3rd line = 5 syllables

SAMPLE OF CINQUAIN

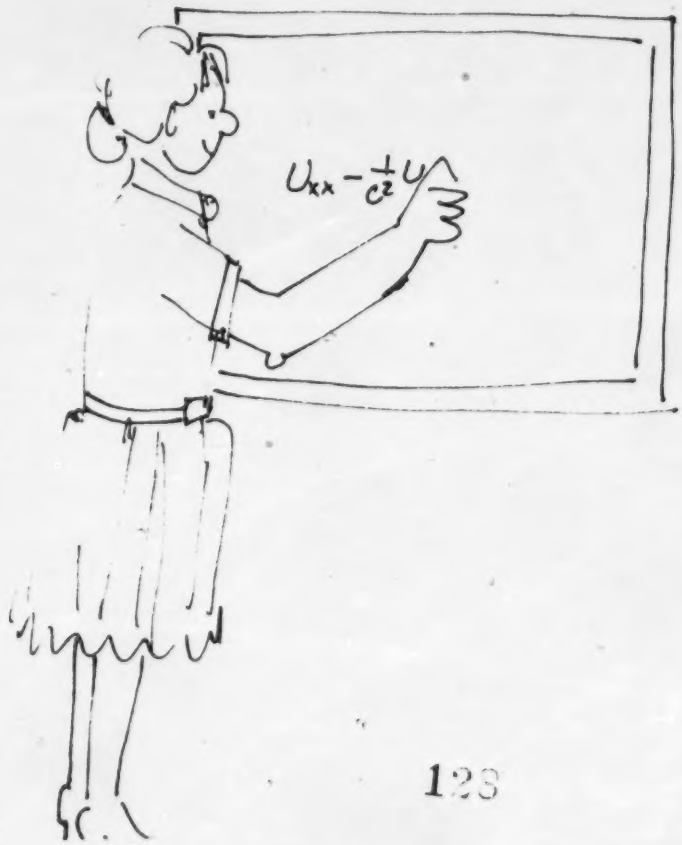
1. Loretta
2. Understanding, patient
3. Loves to work with children
4. Teacher

Line 1 - Name

Line 2 - 2 adjectives

Line 3 - Statement of something they like to do

Line 4 - Another name for this person



ACTIVITY ASSESSMENT

Date_____ Grade Level_____

Teacher_____

District (Name and Number)_____

School_____

P.I. and Activity # _____

Student response (high) 1 2 3 4 5 (low)

Appropriateness to Grade level 1 2 3 4 5

Appropriateness of Activity Procedures 1 2 3 4 5

Appropriateness to student background 1 2 3 4 5

Suggestions_____

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Send to: Dan Grimes, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310

ACTIVITY ASSESSMENT

Date_____ Grade Level_____

Teacher_____

District (Name and Number)_____

School_____

P.I. and Activity # _____

	(high) 1	2	3	4	5 (low)
Student response					
Appropriateness to Grade level	1	2	3	4	5
Appropriateness of Activity Procedures	1	2	3	4	5
Appropriateness to student background	1	2	3	4	5

Suggestions_____

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Send to: Dan Grimes, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem. Oregon 97310

ACTIVITY ASSESSMENT

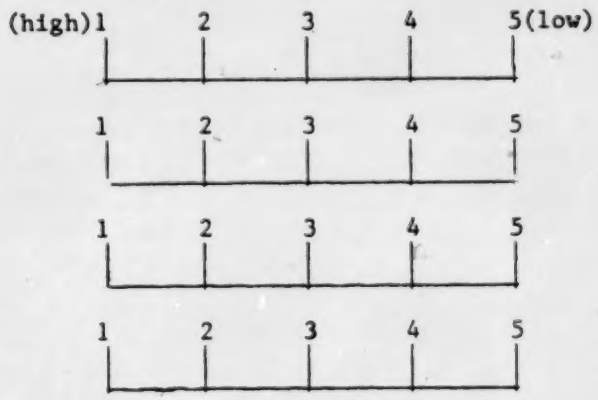
Date_____ Grade Level_____

Teacher_____

District (Name and Number)_____

School_____

P.I. and Activity # _____


(high) 1 2 3 4 5 (low)
Student response
1 2 3 4 5
Appropriateness to Grade level
1 2 3 4 5
Appropriateness of Activity Procedures
1 2 3 4 5
Appropriateness to student background

Suggestions_____

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